




2005 AMENDMENTS to the Program of Studies: Elementary Schools

1. **Replace** (2004) front-end pages i to iii and Preamble pages 1 to 5 with **revised** (2005) front-end pages i to iii and Preamble pages 1 to 5.
2. LANGUAGE LEARNING
 - **Replace** the Language Learning title page, following the Language Learning divider.
 - **Insert new** German Language Arts (K–9), pages 1 to 96, following French as a Second Language, page C.6.
 - **Insert new** Italian Language and Culture Twelve-year Program (K–6), pages 1 to 53, following German Language Arts (K–9), page 96.
 - **Insert new** Spanish Language Arts (K–6), pages 1 to 70, following Italian Language and Culture Twelve-year Program (K–6), page 53.
 - **Replace** Cree Language and Culture Program, pages A.1 to C.6, with **revised** Cree Language and Culture Twelve-year Program (K–12), pages 1 to 98.
3. SOCIAL STUDIES
 - **Insert new** Social Studies, page 1, following the Social Studies divider.
 - **Insert new** Program Rationale and Philosophy (2005), pages 1 to 12, following Social Studies, page 1.
 - **Insert new** Kindergarten (2005), pages 1 to 6, following Program Rationale and Philosophy, page 12.
 - **Insert new** Grade 1 (2005), pages 1 to 8, following Kindergarten, page 6.
 - **Insert new** Grade 2 (2005), pages 1 to 8, following Grade 1, page 8.
 - **Insert new** Grade 3 (2005), pages 1 to 8, following Grade 2, page 8.
 - **Remove** Social Studies pages C.2 to C.25 (Revised 1990) and **replace** with **revised** C.2 and C.25 (Revised 2005).

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 - **Insert new** Grade 3 (2005), pages 1 to 8, following Grade 2, page 8.
 - **Remove** Social Studies pages C.2 to C.25 (Revised 1990) and **replace** with **revised** C.2 and C.25 (Revised 2005).



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PROGRAM *of* STUDIES

Elementary Schools

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This document reflects changes in the program of studies for elementary schools up to August 2005.

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PROGRAM OF STUDIES: KINDERGARTEN TO GRADE 6

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| All programs of study are available for viewing and downloading at < http://www.education.gov.ab.ca > under Kindergarten to Grade 12, Curriculum and Resources, Curriculum and Program Resources by Subject. | | | |
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The dates in the grid indicate the most current and up-to-date sections in each program of studies.

¹ Program information only.

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found in the *Learning Resources Centre Resources Catalogue*, or electronically through the:

- LRC Web site at www.lrc.education.gov.ab.ca.

Resource listings can also be accessed through the:

- Authorized Resources Database at www.education.gov.ab.ca under Kindergarten to Grade 12, Curriculum and Resources, Curriculum Resources.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at www.education.gov.ab.ca under Kindergarten to Grade 12.

PROGRAM FOUNDATIONS

Alberta's Education System^①

Vision

The best Kindergarten to Grade 12 education system in the world.

Mission

The Ministry of Education, through its leadership and work with stakeholders, ensures that students are prepared for lifelong learning, work and citizenship so that they can become self-reliant, responsible and contributing members of a democratic, knowledge-based and prosperous society.

Core Businesses

Core Business One: Support High Quality Learning Opportunities in the Education System

Goal 1 – High Quality Learning Opportunities for All

Core Business Two: Support Learners to Achieve Excellent Learning Outcomes

Goal 2 – Excellence in Learner Outcomes

Core Business Three: Support the Continuous Improvement of the Ministry and Education System

Goal 3 – Highly Responsive and Responsible Ministry

Principles

Learner Centred

- The highest priority of the education system is the success of the student.

Accessible

- Every student in Alberta has the right of access to a quality basic education consistent with the student's needs and abilities.

Collaborative

- Kindergarten to Grade 12 (K-12) education, which provides the foundation for lifelong learning, best occurs when partners and stakeholders work together to provide a holistic approach and a supportive environment.

Accountable

- All those involved in the education system are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Responsive

- The education system is flexible, anticipates learner needs and provides opportunities for parent and student choice.

Innovative

- The education system demonstrates leading edge innovation for improved results.

Equitable

- All students have equitable access to quality learning opportunities.

Values

- Respect
- Integrity
- Trust
- Openness
- Caring

^①Excerpted from the *Education Business Plan 2005-2008*, March 2005. This plan is available on the Alberta Education Web site at www.education.gov.ab.ca.

Goals and Standards Applicable to the Provision of Basic Education in Alberta¹

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada

- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

¹ Excerpted from the *K-12 Learning System Policy, Regulations and Forms Manual*. This manual is available on the Alberta Education Web site at www.education.gov.ab.ca.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16

LEARNING RESOURCES

Policy

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 60(2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 61(1) of the *School Act*.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may

include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education are authorized by definition.

Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780-427-2767, Fax 780-422-9750, Internet www.lrc.education.ab.ca.

Resources are listed in the *Learning Resources Centre Resources Catalogue* and at the LRC Web site. Resources are also listed in the Authorized Resources Database at the Alberta Education Web site. See page 1.

LANGUAGE LEARNING

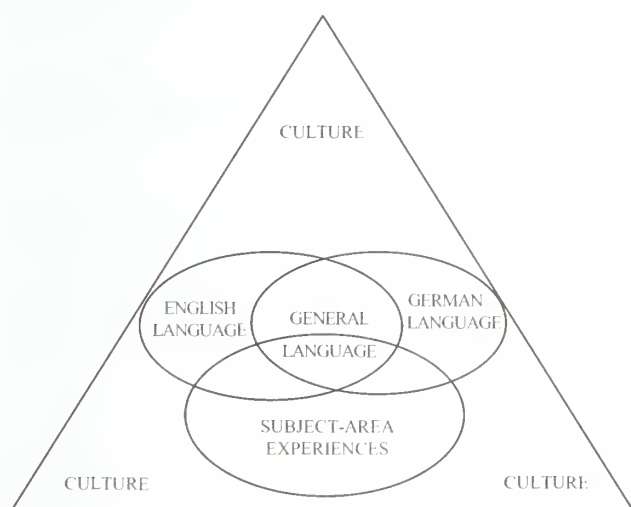
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GERMAN LANGUAGE ARTS KINDERGARTEN TO GRADE 9

INTRODUCTION

German language arts is an integral part of German bilingual programming. The German Language Arts Kindergarten to Grade 9 Program of Studies reflects the breadth of German bilingual programming by providing outcomes for learning language and for learning about culture. However, German bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to German language arts and English language arts, German bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



The achievement of the outcomes in the German Language Arts Kindergarten to Grade 9 Program of Studies is not necessarily the sole responsibility of the German language arts teacher. These outcomes may be achieved through a variety of bilingual programming experiences.

BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language

- use of the specific heritage and international language is emphasized
- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner.

RATIONALE FOR GERMAN BILINGUAL PROGRAMMING AND GERMAN LANGUAGE ARTS

The German language is important in Alberta and the world

German is the mother tongue for approximately 120 million people worldwide; it is the official language of Austria and Germany, and it is one of several official languages in Liechtenstein, Luxembourg and Switzerland. The use of German as a major language of business has been increasing in recent years.

Alberta has important linguistic, cultural and heritage links with many regions of the German-speaking world. German bilingual programming builds on these links and opens the door to a broader range of educational, career and leisure opportunities.

German bilingual programming contributes to personal development

German bilingual programming establishes an environment in which both English and German are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

German language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop and refine language proficiency.

German bilingual language learning fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that German bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in German bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

German bilingual language learning enhances all communication skills

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing and representing contribute to the development of effective communication. These skills are interrelated and interdependent. Facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The German Language Arts Kindergarten to Grade 9 Program of Studies is

designed to promote the development of language skills for a variety of purposes, in a wide range of contexts, at increasing levels of fluency.

German bilingual language learning develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. In the German bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message.

The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

German bilingual language learning promotes the acquisition of learning strategies

German language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Specific Language Component of the German Language Arts Kindergarten to Grade 9 Program of Studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

German bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted. Culture influences linguistic form and content. Students in German bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The German Language Arts Kindergarten to Grade 9 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local

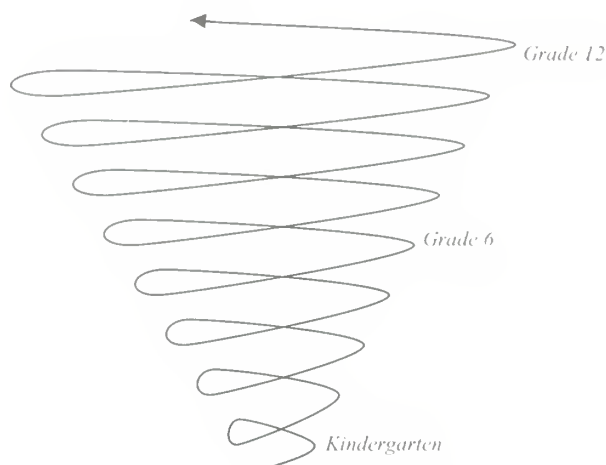
community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities to explore similarities and differences among and within world cultures.

German bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. German bilingual programming provides a rich environment for the development of essential knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students. The German Language Arts Kindergarten to Grade 9 Program of Studies supports the intellectual, social, emotional, creative, linguistic and cultural development of students in German bilingual programming.

A SPIRAL PROGRESSION

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the German language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

The German Language Arts Kindergarten to Grade 9 Program of Studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students with no prior exposure to German upon entry into Kindergarten. However, students with prior exposure to German can also be challenged within the program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the German Language Arts Kindergarten to Grade 9 Program of Studies is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies reflects an integrated, interdependent approach to language learning within a bilingual programming context. German language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and German language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in German.

The Specific Language Component provides the detailed linguistic elements of the German language, descriptors of language competence for each grade, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

The Specific Language Component outlines the linguistic elements that students will need in order to use the German language, while the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be

developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, German language and cultures, the community and the world. "German cultures" refers to the cultures of German-speaking peoples.

General Outcomes

General outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the German Language Arts Kindergarten to Grade 9 learning sequence are expected to achieve.

German bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the German Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Culture

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

It is strongly recommended when addressing any specific outcome in this program of studies that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

Guide to Reading the Program of Studies

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

cluster heading
for specific
outcomes

4.1 *Generate and Focus*

Grade 7

Grade 8

Grade 9

Students will be able to:

- | | | | |
|--------------------------|---|---|---|
| <p>generate ideas</p> | 1. experiment with various ways to generate ideas and focus a topic | 1. consider form and audience when generating ideas and focusing a topic | 1. use a variety of techniques to generate and select ideas for oral, print and visual texts |
| <p>choose text forms</p> | 2. select and compose, using specific forms that serve various audiences and purposes | 2. compose, using specific forms to match content, audience and purpose | 2. compose, using specific forms to match content, audience and purpose |
| <p>organize ideas</p> | 3. identify and use appropriate organizational patterns in their own oral, print and visual texts | 3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and compose effective introductions and conclusions | 3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and use effective transitions |

read each page vertically for outcomes
expected at the end of each grade

strand headings for
specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes
from grade to grade

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in German. The General Language Component provides the context and purpose for the development and use of the German language.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish essential language learnings that are common to both English and German language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in German.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|---|---|
| <i>Students will be able to:</i> | | | | |
| express ideas | 1. respond to a range of experiences | 1. express personal experiences and familiar events | 1. make personal observations and talk about them | 1. describe personal observations, experiences and feelings |
| consider others' ideas | 2. participate in a range of experiences, and represent these experiences | 2. listen to and acknowledge experiences and feelings shared by others | 2. ask for others' ideas and observations to help discover and explore personal understanding | 2. consider others' ideas and observations to discover and explore personal understanding |
| experiment with language | 3. use a variety of forms to explore and express familiar events, ideas and information | 3. use a variety of forms to explore and express familiar events, ideas and information | 3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information | 3. experiment with language to express feelings, and talk about experiences and events |
| express preferences | 4. demonstrate enjoyment of an oral, print, visual or multimedia text | 4. express preferences for a variety of oral, print, visual and multimedia texts | 4. explain why an oral, print, visual or multimedia text is a personal favourite | 4. collect and share favourite oral, print, visual and multimedia texts |
| set goals | 5. participate in teacher-led group activities; and demonstrate reading, writing and representing behaviours | 5. participate in reading, writing and representing activities | 5. choose to speak, read, write and represent in German | 5. develop a sense of self as a German speaker, reader, writer and representer |

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| express ideas | 1. describe and reflect upon personal observations and experiences | 1. use personal experiences as a basis for exploring and expressing opinions and understanding | 1. use exploratory language to discover their own interpretations, and share personal responses |
| consider others' ideas | 2. explore connections among a variety of insights, ideas and responses | 2. seek others' viewpoints to build on personal responses and understanding | 2. select from others' ideas and observations to develop thinking and understanding |
| experiment with language | 3. explore and experiment with a variety of forms of expression for particular personal purposes | 3. explore and experiment with a variety of forms of expression for particular personal purposes | 3. explore and experiment with a variety of forms of expression for particular personal purposes |
| express preferences | 4. collect and explain preferences for particular forms of oral, print, visual and multimedia texts | 4. review a collection of favourite oral, print, visual and multimedia texts, and share responses to preferred forms | 4. assess a collection of favourite oral, print, visual and multimedia texts, and discuss preferences for particular forms |
| set goals | 5. identify areas of personal accomplishment in language learning and use | 5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use | 5. assess personal language use, and set personal goals to enhance language learning and use |

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 7

Grade 8

Grade 9

Students will be able to:

| | | | |
|--------------------------|---|--|---|
| express ideas | 1. use exploratory language to discuss and record a variety of opinions and conclusions | 1. explore diverse ideas to develop conclusions, opinions and understanding | 1. question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances |
| consider others' ideas | 2. compare their own insights and viewpoints to those of others | 2. integrate new understanding with previous viewpoints and interpretations | 2. acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints |
| experiment with language | 3. expand self-expression in oral, print and visual forms | 3. expand self-expression in oral, print and visual forms | 3. expand self-expression in oral, print and visual forms |
| express preferences | 4. explore oral, print, visual and multimedia texts recommended by peers | 4. explore oral, print, visual and multimedia texts recommended by peers | 4. explore a variety of oral, print, visual and multimedia texts other than those of personal preference |
| set goals | 5. assess personal language use, and revise personal goals to enhance language learning and use | 5. use appropriate terminology to discuss developing abilities in personal language learning and use | 5. self-monitor growth in language learning and use, using predetermined criteria |

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| develop understanding | 1. recognize connections between new experiences and prior knowledge | 1. connect new experiences and information with prior knowledge | 1. connect new information, ideas and experiences with prior knowledge and experiences | 1. examine how new experiences, ideas and information connect to prior knowledge and experiences |
| explain opinions | 2. explore new experiences and ideas | 2. describe new experiences and ideas | 2. explain new experiences and understanding | 2. explain understanding of new concepts |
| combine ideas | 3. group ideas and information to make sense | 3. group and sort ideas and information to make sense | 3. arrange ideas and information to make sense | 3. arrange ideas and information in more than one way to make sense for themselves and others |
| extend understanding | 4. wonder about new ideas and observations | 4. demonstrate curiosity about ideas and observations to make sense of experiences | 4. ask basic questions to make sense of experiences | 4. reflect on ideas and experiences to clarify and extend understanding |

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| develop understanding | 1. connect new information and experiences with prior knowledge to construct meaning in different contexts | 1. reflect on prior knowledge and experiences to arrive at new understanding | 1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts |
| explain opinions | 2. express new concepts and understanding in their own words | 2. explain personal viewpoints | 2. explain and support personal viewpoints, and revise previous understanding |
| combine ideas | 3. organize ideas and information in ways that clarify and shape understanding | 3. experiment with arranging ideas and information in a variety of ways to clarify understanding | 3. search for ways to reorganize ideas and information to extend understanding |
| extend understanding | 4. ask basic questions to clarify information and develop new understanding | 4. ask questions to clarify information and develop new understanding | 4. ask a variety of questions to clarify information and develop new understanding |

General Outcome 1

Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| develop understanding | 1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding | 1. understand the importance of reflecting on prior knowledge and experiences to revise conclusions and understanding | 1. reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge |
| explain opinions | 2. summarize and represent personal viewpoints in meaningful ways | 2. articulate, represent and explain personal viewpoints clearly | 2. review and refine personal viewpoints through reflection, feedback and self-assessment |
| combine ideas | 3. search for ways to reorganize ideas and information to extend understanding | 3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding | 3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding |
| extend understanding | 4. ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding | 4. ask specific and focused questions, reconsider initial understanding in light of new information, listen to diverse opinions, and recognize ambiguity | 4. consider diverse opinions, and assess whether new information clarifies understanding |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|--|
| <i>Students will be able to:</i> | | | | |
| prior knowledge | 1. make connections between oral language, texts and personal experiences | 1. make connections between texts, prior knowledge and personal experiences | 1. make connections between texts, prior knowledge and personal experiences | 1. make connections between texts, prior knowledge and personal experiences |
| comprehension strategies | 2. recognize and anticipate meaning from familiar print, symbols and images in context | 2. anticipate meaning, and revise understanding based on further information | 2. anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding | 2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning |
| textual cues | 3. recognize environmental print, symbols and images in context; and recognize their own name and personally familiar words | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning |
| cueing systems | 4. recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas | 4. use syntactic, semantic and graphophonic cues to construct and confirm meaning | 4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context | 4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| prior knowledge | 1. make and record connections between personal experiences, prior knowledge and a variety of texts | 1. make and record connections between personal experiences, prior knowledge and a variety of texts | 1. make and record connections between personal experiences, prior knowledge and a variety of texts |
| comprehension strategies | 2. confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading | 2. use a variety of comprehension strategies to confirm understanding and self-correct | 2. use comprehension strategies appropriate to the type of text and purpose |
| textual cues | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning |
| cueing systems | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| prior knowledge | 1. make connections between previous experiences, prior knowledge and textual material | 1. make connections between previous experiences, prior knowledge and textual material and apply them to new contexts | 1. analyze and explain connections between previous experiences, prior knowledge and textual material |
| comprehension strategies | 2. use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas | 2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas | 2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages |
| textual cues | 3. use textual cues to construct and confirm meaning and interpret texts | 3. use textual cues to construct and confirm meaning and interpret texts | 3. use textual cues to construct and confirm meaning and interpret texts |
| cueing systems | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts | 4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|---|
| <i>Students will be able to:</i> | | | | |
| experience various texts | 1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions | 1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions | 1. participate in shared listening, reading and viewing experiences using texts from a variety of genres and cultural traditions | 1. participate in listening, reading and viewing experiences using texts from a variety of genres and cultural traditions |
| connect self, texts and culture | 2. share personal experiences related to oral, print, visual and multimedia texts; and talk about and represent the actions of people in texts | 2. share personal experiences related to oral, print, visual and multimedia texts; and identify characters' choices and the resulting consequences | 2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts | 2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts |
| appreciate the artistry of texts | 3. share feelings evoked by oral, print, visual and multimedia texts | 3. share feelings and moods evoked by oral, print, visual and multimedia texts | 3. identify and express the feelings of people in oral, print, visual and multimedia texts | 3. identify words that form mental images and create mood in oral, print, visual and multimedia texts |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| experience various texts | 1. experience texts from a variety of genres and cultural traditions | 1. experience texts from a variety of genres and cultural traditions, and share responses | 1. seek opportunities to experience texts from a variety of genres and cultural traditions, and explain preferences for particular types of oral, print, visual and multimedia texts |
| connect self, texts and culture | 2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts | 2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts | 2. compare the challenges and situations encountered in their own daily lives with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts |
| appreciate the artistry of texts | 3. identify mood evoked by oral, print, visual and multimedia texts | 3. identify descriptive and figurative language in oral, print, visual and multimedia texts | 3. identify descriptive and figurative language in oral, print, visual and multimedia texts, and discuss how it enhances understanding of people, places and actions |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|---|---|
| | <i>Students will be able to:</i> | | |
| experience various texts | 1. experience texts from a variety of genres and cultural traditions, and discuss preferences | 1. experience texts from a variety of genres and cultural traditions, and compare their interests with those of others | 1. experience texts from a variety of genres and cultural traditions, and explain interpretations of the texts |
| connect self, texts and culture | 2. compare their own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts to that of others | 2. discuss how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts | 2. examine how personal experiences, community traditions and Canadian perspectives are presented in oral, print, visual and multimedia texts |
| appreciate the artistry of texts | 3. identify descriptive and figurative language in oral, print, visual and multimedia texts, and discuss how it enhances understanding of people, places, actions and events | 3. identify language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts | 3. identify and describe techniques used to create mood in oral, print, visual and multimedia texts |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|---|
| <i>Students will be able to:</i> | | | | |
| forms and genres | 1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts | 1. recognize different oral, print, visual and multimedia forms and texts | 1. recognize that information and ideas can be expressed in a variety of forms and texts | 1. recognize the distinguishing features of a variety of forms and texts |
| techniques and elements | 2. develop a sense of story through listening, reading and viewing experiences | 2. identify the beginning, middle and end of oral, print, visual and multimedia texts | 2. represent the beginning, middle and end of oral, print, visual and multimedia texts | 2. identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the roles of main characters |
| vocabulary | 3. demonstrate curiosity about and experiment with sounds, letters, words and word patterns | 3. experiment with parts of words, word combinations and word patterns | 3. explore commonalities in word families to increase vocabulary | 3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts |
| experiment with language | 4. appreciate the sounds and rhythms of language | 4. appreciate repetition, rhyme and rhythm in shared language experiences | 4. demonstrate interest in the sounds of words, word combinations and phrases | 4. identify examples of repeated sounds and poetic effects that contribute to enjoyment, and recognize humour in oral, print, visual and multimedia texts |
| create original texts | 5. create original texts | 5. create basic texts to communicate and demonstrate understanding of basic forms | 5. create basic texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| forms and genres | 1. distinguish similarities and differences among various oral, print, visual and multimedia forms and texts | 1. understand and use a variety of oral, print, visual and multimedia forms and texts | 1. recognize key characteristics of various genres, such as myths, short novels, poetry, drawings and prints |
| techniques and elements | 2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts, and identify how these connections may influence people's behaviours | 2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts | 2. examine key elements and techniques in oral, print, visual and multimedia texts |
| vocabulary | 3. build knowledge of words and word relationships, using a variety of sources | 3. expand knowledge of words and word relationships, using a variety of sources | 3. identify how and why word structures and meaning change |
| experiment with language | 4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning, and recognize that exaggeration can be used to convey humour | 4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning, and identify ways in which exaggeration is used to convey humour | 4. experiment with words and sentence patterns for a variety of purposes |
| create original texts | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques |

General Outcome 2

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

| | Grade 7 | Grade 8 | Grade 9 |
|--------------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| forms and genres | 1. identify preferences for particular oral, print, visual and multimedia forms and genres | 1. demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience and content | 1. explain preferences for particular oral, print, visual and multimedia forms and genres |
| techniques and elements | 2. examine techniques of plot development in oral, print, visual and multimedia texts, and explore their impact | 2. examine techniques of plot development in oral, print, visual and multimedia texts, and examine how they interact to create effect | 2. examine techniques of plot development and persuasion in oral, print, visual and multimedia texts |
| vocabulary | 3. explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language | 3. appreciate variations in language, accent and dialect in communities, regions and countries, and recognize the derivation and use of words, phrases and jargon | 3. recognize uses and abuses of slang, colloquialism and jargon |
| experiment with language | 4. identify creative uses of language in oral, print, visual and multimedia texts | 4. identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts | 4. examine creative uses of language in popular culture, and recognize how figurative language and techniques create a dominant impression, mood, tone and style |
| create original texts | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.1 Plan and Focus

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| use personal knowledge | 1. demonstrate personal knowledge of a topic | 1. contribute personal knowledge of a topic to gather information | 1. record and share personal knowledge of a topic to identify information needs | 1. identify and categorize personal knowledge of a topic to determine information needs |
| ask questions | 2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context | 2. ask basic questions to satisfy personal curiosity and information needs | 2. ask questions to understand a topic and identify information needs | 2. ask topic-appropriate questions, and identify and communicate information needs |
| participate in group inquiry | 3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context | 3. ask and answer basic questions to help satisfy group curiosity and information needs on a topic | 3. contribute relevant information and questions to assist in group understanding of a topic or task | 3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task |
| create and follow a plan | 4. listen to and follow simple directions in the classroom context | 4. listen actively and follow directions for gathering information and ideas | 4. recall and follow directions for accessing and gathering information | 4. recall and follow a sequential plan for accessing and gathering information |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.1 Plan and Focus

| | Grade 4 | Grade 5 | Grade 6 |
|------------------------------|--|---|---|
| | <i>Students will be able to:</i> | | |
| use personal knowledge | 1. categorize personal knowledge of a topic to determine information needs | 1. summarize personal knowledge of a topic in categories to determine information needs | 1. summarize and focus personal knowledge of a topic to determine information needs |
| ask questions | 2. ask general and specific questions on topics using predetermined categories | 2. formulate general and specific questions to identify information needs | 2. formulate relevant questions to focus information needs |
| participate in group inquiry | 3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research | 3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research | 3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research |
| create and follow a plan | 4. select and use a plan for gathering information | 4. gather and record information and ideas using a plan | 4. create and follow a plan to collect and record information |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.1 Plan and Focus

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| use personal knowledge | 1. examine personal knowledge of and experiences related to a topic to determine information needs | 1. determine personal knowledge of a topic to generate possible areas of inquiry or research | 1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research |
| ask questions | 2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information | 2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information | 2. develop a variety of focused questions to establish a purpose for gathering information |
| participate in group inquiry | 3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research | 3. contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes | 3. contribute ideas, knowledge and strategies to help identify group information needs and sources |
| create and follow a plan | 4. prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources | 4. prepare and use a plan to access, gather and record relevant information in own words from a variety of human, print and electronic sources | 4. prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.2 Select and Process

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--------------------------------------|---|--|---|--|
| <i>Students will be able to:</i> | | | | |
| identify personal and peer knowledge | 1. identify themselves and others as sources of information | 1. identify and share basic personal knowledge related to experiences | 1. participate in group discussion to generate information on a topic and to identify sources of additional information | 1. record and share personal knowledge of a topic |
| identify sources | 2. seek information from others in the classroom context | 2. seek information from a variety of sources | 2. answer questions, using oral, print, visual and multimedia information sources | 2. access information, using a variety of sources |
| evaluate sources | 3. recognize when information answers the questions asked | 3. recognize when information answers the questions asked | 3. compare gathered ideas and information to personal knowledge | 3. match information to inquiry or research needs |
| access information | 4. use visual and auditory cues to understand ideas and information | 4. use visual and auditory cues to make meaning, and understand that library materials have a specific organizational system | 4. use visual and auditory cues to make meaning, use the specific library organizational system to locate information and ideas, and use titles to locate information | 4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas |
| make sense of information | 5. use prior knowledge to make sense of information | 5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features, to understand information | 5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features | 5. determine main ideas in information using prior knowledge, predictions, connections and inferences |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.2 Select and Process

| | Grade 4 | Grade 5 | Grade 6 |
|--------------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| identify personal and peer knowledge | 1. record, select and share personal knowledge of a topic to focus inquiry or research | 1. record, select and share personal knowledge of a topic to focus inquiry or research | 1. record personal knowledge of a topic and collaborate to generate information for inquiry or research |
| identify sources | 2. answer inquiry or research questions, using a variety of information sources | 2. answer inquiry or research questions, using a variety of information sources | 2. answer inquiry or research questions, using a variety of information sources |
| evaluate sources | 3. review information to determine its usefulness to inquiry or research needs | 3. review information to determine its usefulness to inquiry or research needs | 3. review information to determine its usefulness to inquiry or research needs |
| access information | 4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas | 4. use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information | 4. use a variety of tools to access information and ideas, and use visual and auditory cues to gather important information |
| make sense of information | 5. determine main and supporting ideas using prior knowledge, predictions, connections, inferences and visual and auditory cues | 5. recognize organizational patterns of oral, print, visual and multimedia text 6. skim, scan and listen for key words and phrases | 5. use organizational patterns of oral, print, visual and multimedia text to construct meaning 6. skim, scan and read closely to gather information |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.2 Select and Process

| | Grade 7 | Grade 8 | Grade 9 |
|--------------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| identify personal and peer knowledge | 1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research | 1. access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research | 1. access, record and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research |
| identify sources | 2. extend inquiry and research questions using a variety of information sources | 2. distinguish between fact and opinion when inquiring or researching using a variety of information sources | 2. obtain information and varied perspectives when inquiring or researching using a variety of information sources |
| evaluate sources | 3. use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions | 3. develop and use criteria for evaluating information sources for a particular inquiry or research plan | 3. evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan |
| access information | 4. expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources | 4. recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources | 4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources |
| make sense of information | 5. determine literal and implied meaning of oral, print, visual and multimedia texts using a variety of strategies and cues | 5. determine literal and implied meaning of oral, print, visual and multimedia texts, and adjust the rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text | 5. identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, print, visual and multimedia texts |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.3 Organize, Record and Assess

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|--|
| <i>Students will be able to:</i> | | | | |
| organize information | 1. categorize objects and visuals according to similarities and differences | 1. identify and categorize information according to similarities, differences, patterns and sequences | 1. categorize related information and ideas using a variety of strategies, such as webbing, graphic organizers and charts | 1. organize and explain information and ideas using a variety of strategies, such as clustering, categorizing and sequencing |
| record information | 2. represent and share information and ideas, and compose with a scribe | 2. represent and express key facts and ideas in visual form or with words | 2. record key facts and ideas in own words, and identify authors and titles of sources | 2. record facts and ideas using a variety of strategies, and list authors and titles of sources |
| evaluate information | 3. share information gathered on a specific topic | 3. use gathered information as a basis for communication | 3. examine gathered information to decide what information to share or omit | 3. determine whether collected information is adequate for the established purpose |
| develop new understanding | 4. participate in information-gathering experiences | 4. recall, share and record information-gathering experiences in visual or text form | 4. recall, discuss and record information-gathering experiences | 4. use gathered information and questions to review and add to knowledge |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.3 *Organize, Record and Assess*

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------------|--|--|---|
| | <i>Students will be able to:</i> | | |
| organize information | 1. organize information and ideas in logical sequences using a variety of strategies | 1. organize information and ideas into categories using a variety of strategies | 1. organize information and ideas using a variety of strategies and techniques |
| record information | 2. record facts and ideas using a variety of strategies, and list authors and titles of sources | 2. record key words, phrases and images by subtopics, and cite authors and titles of sources appropriately | 2. record information in their own words, cite authors and titles appropriately, and provide publication dates of sources |
| evaluate information | 3. examine collected information to identify which categories or aspects of a topic need more information | 3. recognize gaps in information gathered, and locate any additional information needed | 3. recognize gaps in information gathered, and locate any additional information needed for a particular form, audience and purpose |
| develop new understanding | 4. use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content | 4. determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills | 4. assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research |

General Outcome 3

Students will listen, speak, read, write, view and represent in German to manage ideas and information.

3.3 Organize, Record and Assess

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| organize information | 1. organize information and ideas in order of priority according to topic and task requirements | 1. organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose | 1. organize information and ideas by developing and selecting appropriate categories and organizational structures |
| record information | 2. make notes in point form, summarizing major ideas and supporting details, and reference sources | 2. make notes, using headings and subheadings or graphic organizers appropriate to a topic, and reference sources | 2. summarize and record information in a variety of forms in their own words, paraphrasing and/or quoting relevant facts and opinions, and reference sources |
| evaluate information | 3. recognize gaps in the information gathered, and locate any additional information needed for a particular form, audience and purpose | 3. assess the appropriateness of the amount and quality of information collected, and recognize and address information gaps for particular forms, audiences and purposes | 3. distinguish between main and supporting information to evaluate usefulness, relevance and completeness, and address information gaps for particular forms, audiences and purposes |
| develop new understanding | 4. assess knowledge gained through the inquiry or research process, form personal conclusions and generate new questions for further inquiry or research | 4. organize new information, connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process | 4. reflect on new knowledge and its value to themselves, and determine personal inquiry and research strengths and learning goals |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| generate ideas | 1. share or demonstrate ideas from personal experiences | 1. contribute ideas from personal experiences for oral, print and visual texts | 1. generate and contribute ideas on particular topics for oral, print and visual texts | 1. generate and contribute ideas on particular topics for oral, print and visual texts |
| choose text forms | 2. participate in shared oral, print, visual and multimedia experiences | 2. share ideas and experiences using simple text forms in the classroom context | 2. share ideas and experiences using various text forms for particular audiences | 2. use a variety of text forms for particular audiences and purposes |
| organize ideas | 3. recognize that ideas expressed in oral language can be represented and recorded | 3. organize visuals and familiar print to express ideas and tell stories | 3. organize visuals and print to express ideas and tell stories with a beginning, middle and end | 3. order ideas to create a beginning, middle and end in their own oral, print and visual texts |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

| | Grade 4 | Grade 5 | Grade 6 |
|-------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| generate ideas | 1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies |
| choose text forms | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes |
| organize ideas | 3. develop and arrange ideas in their own oral, print and visual texts, using organizers | 3. develop and arrange ideas in their own oral, print and visual texts, using a variety of organizers | 3. use listening, reading and viewing experiences as models for organizing ideas in their own oral, print and visual texts |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| generate ideas | 1. experiment with various ways to generate ideas and focus a topic | 1. consider form and audience when generating ideas and focusing a topic | 1. use a variety of techniques to generate and select ideas for oral, print and visual texts |
| choose text forms | 2. select and compose, using specific forms that serve various audiences and purposes | 2. compose, using specific forms to match content, audience and purpose | 2. compose, using specific forms to match content, audience and purpose |
| organize ideas | 3. identify and use appropriate organizational patterns in their own oral, print and visual texts | 3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and compose effective introductions and conclusions | 3. identify and use a variety of organizational patterns in their own oral, print and visual texts, and use effective transitions |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| appraise own and others' work | 1. participate in the sharing of their own creations and those of others | 1. talk about their own creations and those of others using basic, commonly used expressions | 1. talk about their own creations and those of others using commonly used expressions | 1. share their own stories and creations with peers, and respond to questions or comments |
| revise content | 2. express lack of understanding | 2. ask basic questions to clarify meaning | 2. retell to clarify ideas | 2. revise their own ideas to accommodate new ideas and information |
| enhance legibility | 3. trace and copy letters, and recognize letter keys on the keyboard | 3. form recognizable letters, and use letter keys and basic keys on the keyboard | 3. strive for consistency in letter size and shape, print letters in the correct direction, and explore and use the keyboard to produce text | 3. print or write legibly using a style that is consistent in alignment, shape and spacing, and demonstrate basic keyboarding skills |
| enhance artistry | 4. use familiar words to describe ideas | 4. use familiar words or simple sentences to describe ideas | 4. experiment with words and sentence patterns, with support | 4. experiment with words and simple sentence patterns |
| enhance presentation | 5. use visuals to express ideas, feelings and information | 5. use familiar words with visuals to express ideas, feelings and information | 5. combine illustrations and simple written texts to express ideas, feelings and information | 5. combine illustrations and written texts to express ideas, feelings and information |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

| | Grade 4 | Grade 5 | Grade 6 |
|-------------------------------|--|--|--|
| | <i>Students will be able to:</i> | | |
| appraise own and others' work | 1. share their own stories and creations in various ways, and obtain feedback from others | 1. share their own stories and creations in various ways, and give support and offer feedback to peers using pre-established criteria | 1. share their own stories and creations in various ways with peers, and give support and offer feedback to peers using pre-established criteria |
| revise content | 2. revise to focus on main ideas and relevant information | 2. revise to create an interesting impression and check for sequence of ideas | 2. revise for content, organization and clarity |
| enhance legibility | 3. write legibly, using a handwriting style that is consistent in alignment, shape and spacing, and experiment with the use of templates and familiar software when composing and revising | 3. write legibly and use word processing when composing and revising | 3. write legibly and at a pace appropriate to context and purpose when composing and revising, and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate |
| enhance artistry | 4. select from a range of word choices, and use simple sentence patterns to communicate ideas and information | 4. choose descriptive language and sentence patterns to clarify and enhance ideas | 4. choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas |
| enhance presentation | 5. prepare neat and organized compositions, reports and charts that engage the audience | 5. prepare organized compositions and reports using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience | 5. prepare organized compositions, presentations, reports and inquiry or research projects using templates or pre-established organizers |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------------------|---|--|--|
| | <i>Students will be able to:</i> | | |
| appraise own and others' work | 1. share their own work in a variety of ways, and appraise particular aspects of their own work and that of others using pre-established criteria | 1. share and discuss particular qualities of samples from their own collection of work, and accept and provide constructive suggestions for revising their own work and that of others | 1. share their own work in a variety of ways; appraise their own work and that of others using appropriate criteria; and suggest revisions to their own work and that of others, using a variety of strategies |
| revise content | 2. revise to create effective sentences that convey content clearly | 2. revise to enhance meaning and effect according to audience and purpose | 2. review a previous draft and revise to refine communication |
| enhance legibility | 3. determine the appropriateness of handwriting or word processing for a particular task when composing and revising, and combine print and visuals when desktop publishing | 3. format for legibility and emphasis when composing and revising, and enhance the coherence of documents using electronic editing functions | 3. format for legibility and use word processing effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals |
| enhance artistry | 4. select words to enhance clarity and artistry, and use varied sentence lengths and structures | 4. select appropriate words and sentence patterns during revision to enhance clarity and artistry | 4. identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry |
| enhance presentation | 5. prepare compositions, reports and inquiry or research projects using a variety of text organizers | 5. prepare compositions, reports, presentations and inquiry or research projects using a variety of text organizers | 5. prepare compositions, presentations, reports, essays and inquiry or research projects with adequate detail and effective organization for audience understanding |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|---|
| <i>Students will be able to:</i> | | | | |
| grammar and usage | 1. check for completeness of work, with guidance | 1. check for completeness of work and add details, with guidance | 1. check for completeness of work and add details | 1. edit for complete sentences |
| spelling | 2. connect sounds with letters | 2. spell familiar words | 2. spell familiar words, using basic strategies and resources, and know spelling conventions | 2. spell familiar words, using a variety of strategies and resources, and know spelling conventions |
| capitalization and punctuation | 3. recognize some basic writing conventions | 3. know and use basic writing conventions | 3. know and use basic writing conventions when editing and proofreading | 3. know and use basic writing conventions when editing and proofreading |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| grammar and usage | 1. edit for complete sentences and to eliminate unnecessary repetition of words | 1. edit to eliminate sentence fragments and run-on sentences | 1. edit to eliminate sentence fragments and run-on sentences |
| spelling | 2. know spelling conventions, and use a variety of strategies, resources and spelling patterns when editing and proofreading | 2. understand and know spelling conventions; use a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness | 2. know and apply spelling conventions, use appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions |
| capitalization and punctuation | 3. know and use writing conventions when editing and proofreading | 3. know and use writing conventions, and apply these conventions when editing and proofreading | 3. know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

| | Grade 7 | Grade 8 | Grade 9 |
|--------------------------------|--|---|---|
| | <i>Students will be able to:</i> | | |
| grammar and usage | 1. edit for basic grammatical accuracy | 1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas | 1. edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose |
| spelling | 2. know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading | 2. know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading | 2. know and apply a repertoire of spelling conventions when editing and proofreading |
| capitalization and punctuation | 3. know and apply writing conventions in simple, compound and complex sentences when editing and proofreading | 3. know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading | 3. know and apply writing conventions, such as dialogues and quotations, when editing and proofreading |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.4 Present and Share

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| share ideas and information | 1. use illustrations and other materials to share information and ideas | 1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid presentation | 1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions | 1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions |
| effective oral and visual communication | 2. express and represent ideas through various text forms | 2. share information and ideas with a group | 2. present information and ideas using appropriate volume, intonation and nonverbal cues | 2. present information and ideas using appropriate volume, intonation and nonverbal cues |
| attentive listening and viewing | 3. demonstrate active listening and viewing behaviours | 3. demonstrate active listening and viewing behaviours | 3. demonstrate appropriate audience behaviours | 3. demonstrate appropriate audience behaviours |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.4 Present and Share

| | Grade 4 | Grade 5 | Grade 6 |
|---|--|--|---|
| | <i>Students will be able to:</i> | | |
| share ideas and information | 1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation | 1. prepare and share information on a topic using print and nonprint aids to engage and inform a familiar audience | 1. prepare and share information on a topic using print, audiovisual and dramatic forms to engage the audience |
| effective oral and visual communication | 2. describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation and nonverbal cues | 2. use gestures and facial expression to enhance oral presentations, use emphasis and appropriate pacing, and arrange the presentation space to focus audience attention | 2. use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expression, to enhance communication |
| attentive listening and viewing | 3. demonstrate appropriate audience behaviours | 3. show respect for presenters through active listening and viewing behaviours | 3. demonstrate critical listening and viewing behaviours, and show respect for presenters |

General Outcome 4

Students will listen, speak, read, write, view and represent in German to enhance the clarity and artistry of communication.

4.4 Present and Share

| | Grade 7 | Grade 8 | Grade 9 |
|---|---|---|--|
| | <i>Students will be able to:</i> | | |
| share ideas and information | 1. facilitate small group activities and short, whole class sessions to share information on a topic, using pre-established active learning strategies such as role-plays, language games and simulations | 1. plan and facilitate small group activities and short, whole class sessions to share information on a topic, using a variety of engaging methods such as mini-lessons, role-plays and visual aids | 1. plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic |
| effective oral and visual communication | 2. make short oral presentations and reports, using verbal and nonverbal cues such as diction, pacing and gestures to focus audience attention | 2. explain and present, orally, using conventions of public speaking in a variety of settings, and use visual aids to enhance the effectiveness of oral presentations | 2. choose vocabulary, voice production factors and nonverbal cues to communicate effectively, and use a variety of techniques to enhance the effectiveness of oral presentations |
| attentive listening and viewing | 3. demonstrate critical listening and viewing behaviours, and show respect for presenters | 3. demonstrate critical listening and viewing behaviours, and show respect for presenters | 3. demonstrate critical listening and viewing behaviours, and show respect for presenters |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.1 Develop and Celebrate Community

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| share and compare responses | 1. represent and draw stories about themselves and their families | 1. tell and draw about themselves and their families | 1. tell, draw and write about themselves, their families and their communities | 1. record ideas and experiences, and share them with others |
| relate texts to culture | 2. listen actively to stories, and demonstrate curiosity | 2. listen to stories from oral, print, visual and multimedia texts from various communities | 2. explore similarities among stories from oral, print, visual and multimedia texts from various communities | 2. examine ideas within stories from oral, print, visual and multimedia texts from various communities |
| appreciate diversity | 3. connect aspects of stories to personal feelings and experiences | 3. connect aspects of stories and characters to personal feelings and experiences | 3. connect aspects of stories and characters to personal feelings and experiences | 3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences |
| celebrate special occasions | 4. contribute to group stories using rhymes, rhythms, symbols, pictures and drama to create and celebrate | 4. share ideas and experiences through conversation, puppet plays, dramatic scenes and songs | 4. participate in shared language experiences to celebrate individual and class achievements | 4. acknowledge and celebrate individual and class achievements |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| share and compare responses | 1. understand relationships between their own ideas and experiences and those of others | 1. acknowledge differing responses to common experiences | 1. compare personal ways of responding and thinking with those of others |
| relate texts to culture | 2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities | 2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities | 2. explore cultural representations in oral, print, visual and multimedia texts from various communities |
| appreciate diversity | 3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences | 3. connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences | 3. connect the insights, thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences |
| celebrate special occasions | 4. use language appropriate in tone and form when participating in classroom and school activities | 4. select and use language appropriate in tone and form to recognize and honour people and events | 4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.1 *Develop and Celebrate Community*

| | Grade 7 | Grade 8 | Grade 9 |
|-----------------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| share and compare responses | 1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings | 1. express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others | 1. recognize that differing perspectives and unique reactions enrich understanding |
| relate texts to culture | 2. explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life | 2. compare ways in which oral, print, visual and multimedia texts reflect topics and themes in various cultures | 2. recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history |
| appreciate diversity | 3. interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts, and examine how they relate to themselves and others | 3. compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours | 3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into their own choices and motives and those of others |
| celebrate special occasions | 4. use appropriate language to participate in traditional events or occasions | 4. use appropriate language to participate in traditional events or occasions | 4. participate in celebrating special events, and recognize the important and significant influence of language |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| cooperate with others | 1. participate in group activities | 1. work in partnerships and groups | 1. cooperate in small groups | 1. cooperate in a variety of partnership and group structures |
| work in groups | 2. demonstrate attentiveness in group activities | 2. take turns sharing information and ideas | 2. take roles and contribute related ideas and information in whole-class and small-group activities | 2. take roles, ask others for their ideas, and express interest in their contributions |
| use language to show respect | 3. recognize variations in language use in a school context | 3. recognize that individuals adjust language use for different situations | 3. adjust own language use for different situations | 3. show consideration for those whose ideas, abilities and language use differs from their own |
| evaluate group process | 4. help others and ask others for help | 4. find ways to be helpful to others | 4. acknowledge achievements of others | 4. understand how class members help each other |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.2 Encourage, Support and Work with Others

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| cooperate with others | 1. appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly | 1. distinguish between on-task and off-task ideas and behaviours in a group, and stay on task | 1. assist group members to maintain focus and complete tasks |
| work in groups | 2. take roles and share responsibilities as group members | 2. assume responsibilities for various group roles | 2. select and assume roles to assist in the achievement of group goals |
| use language to show respect | 3. appreciate variations in language use in a variety of contexts in the immediate community | 3. demonstrate sensitivity to appropriate language use when communicating orally | 3. demonstrate sensitivity to appropriate language use and tone when communicating orally |
| evaluate group process | 4. show appreciation and offer constructive feedback to peers, and seek support from group members | 4. assess group process, using checklists, and determine areas for development | 4. assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process using checklists |

General Outcome 5

Students will listen, speak, read, write, view and represent in German to celebrate and build community.

5.2 Encourage, Support and Work with Others

| | Grade 7 | Grade 8 | Grade 9 |
|------------------------------|---|--|---|
| | <i>Students will be able to:</i> | | |
| cooperate with others | 1. contribute to group efforts to reach consensus or conclusions | 1. engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony | 1. recognize the importance of effective communication in working with others |
| work in groups | 2. present group conclusions or findings to classmates | 2. plan, organize and participate in presentations of group findings | 2. organize and complete tasks cooperatively |
| use language to show respect | 3. respect diverse languages, ideas, texts and traditions, and recognize contributions of themselves, peers and the wider community | 3. demonstrate respect for other people's language, history and culture | 3. use inclusive language and actions that support people across races, cultures, genders, ages and abilities |
| evaluate group process | 4. evaluate group process and personal contributions according to pre-established criteria | 4. evaluate the quality of their own contributions to group process, and set goals and plans for development | 4. establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development |

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the German language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, vocabulary, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use

general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Sample List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate learning tasks
- associate new words or expressions with familiar ones, either in German or in English
- find information using reference materials like dictionaries, textbooks and grammars

- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices related to how you learn best
- rehearse or role-play language
- decide in advance to attend to learning tasks
- reflect on learning tasks with the guidance of the teacher
- plan in advance how to approach language learning tasks
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of tasks
- keep learning logs
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of tasks, and seek solutions
- monitor own speech and writing to check for persistent errors

- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do tasks
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions that occur in own conversations, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht verstanden*; raised eyebrows, blank look

- ask for clarification or repetition when you do not understand, e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood, e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down, e.g., *Was ich damit sagen will...*
- use a simple word similar to the concept to convey and invite correction, e.g., *Fisch* for *Forelle*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Kann man das sagen?*
- use a range of fillers and hesitation devices to sustain conversations, e.g., *Also...*, *Was wollte ich sagen...*
- use circumlocution to compensate for lack of vocabulary, e.g., *Das Ding aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding, e.g., *Was du also damit sagen willst ist...*, *Du meinst also, dass...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Verstehst du was ich meine?*
- use suitable phrases to intervene in a discussion, e.g., *Da wir gerade dabei sind...*
- self-correct if errors lead to misunderstandings, e.g., *Was ich eigentlich damit sagen will...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening

- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and own experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse features to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs or rhymes
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping notebooks or logs of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars

- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes, e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist in the performance of learning tasks
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with new learning tasks

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to learning tasks
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep learning journals, such as diaries or logs
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do tasks
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|---|
| <i>Students will be able to:</i> | | | | |
| sound-symbol system | 1. listen to, identify and produce basic sounds of the language, and connect sounds appropriately to all letters, including ä, ö, ü, ß | 1. identify and produce all German sounds, and connect them to appropriate vowel combinations, consonant blends, diphthongs and digraphs | 1. use, in modelled oral and written situations, all elements of the sound-symbol system | 1. use, in structured and oral situations, all elements of the sound-symbol system |
| vocabulary | 2. repeat and recognize basic vocabulary and expressions used in the immediate environment | 2. use simple vocabulary and expressions in daily situations | 2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment | 2. use vocabulary and expressions appropriately in various contexts in the classroom and school environment |
| grammatical elements | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) |
| mechanical features | 4. imitate simple, basic German mechanical features | 4. imitate and experiment with basic German mechanical features | 4. experiment with and use basic German mechanical features | 4. use basic German mechanical features |
| discourse features | 5. imitate simple, basic German discourse features in oral interactions in the classroom | 5. imitate and experiment with basic German discourse features in oral interactions in the classroom | 5. experiment with and use basic German discourse features in oral, print and visual texts | 5. use basic German discourse features in oral, print and visual texts |

6.1 Linguistic Elements (continued)

| Grammatical Elements | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------|---|--|---|---|
| | <i>Students will be able to:</i> | | | |
| | a. use, in modelled situations, ¹ the following grammatical elements: | | | |
| | <ul style="list-style-type: none"> definite nominative articles of familiar nouns <i>sein, haben</i> (1st, 2nd, 3rd person singular, present tense) <i>dürfen, können</i> (1st person singular, present tense) | <ul style="list-style-type: none"> <i>sein & haben</i> (1st, 2nd, 3rd person singular and plural, present tense) <i>dürfen, können, müssen</i> (1st, 2nd, 3rd person singular, present tense) simple questions using <i>wer, wie, was, wo</i> | <ul style="list-style-type: none"> plural of nouns compound nouns indefinite nominative articles noun and verb agreement for plural nouns possessive pronouns <i>mein</i> and <i>dein</i> verbs (infinitive and 1st person singular, present tense) negation (<i>nicht, kein</i>) prepositions to define spatial relationships | <ul style="list-style-type: none"> possessive pronouns <i>sein</i> and <i>ihr</i> verbs (complete conjugation) <i>möchten, wollen, sollen</i> (1st, 2nd, 3rd person singular, present tense) <i>mögen</i> vs. <i>möchten</i>, inversion for questions (<i>Hast du . . . ?</i>) and adverbs of time and place (<i>Hente ist es . . .</i>) verb position in subordinate clause (<i>dass, weil</i>) comparison of adjectives |
| | b. use, in structured situations, ² the following grammatical elements: | | | |
| | <ul style="list-style-type: none"> definite nominative articles of familiar nouns | <ul style="list-style-type: none"> <i>sein, haben, dürfen, können, müssen</i> (present tense) simple questions using <i>wer, wie, was, wo</i> | | <ul style="list-style-type: none"> plural of nouns compound nouns indefinite nominative articles possessive pronouns <i>mein</i> and <i>dein</i> verbs (infinitive) <i>sein</i> and <i>haben</i> (present tense) negation (<i>nicht, kein</i>) noun and verb agreement for plural nouns prepositions to define spatial relationships |

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 *Linguistic Elements* (continued)

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------|---|---------|---------|---------|
| Grammatical Elements | <p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,³ the following grammatical elements:</p> <ul style="list-style-type: none"> – definite nominative articles of familiar nouns | | | |

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| sound-symbol system | 1. use consistently, in structured situations, all elements of the sound-symbol system | 1. use, independently in oral and written situations, all elements of the sound-symbol system | 1. use consistently and independently, all elements of the sound-symbol system |
| vocabulary | 2. experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts | 2. use vocabulary and expressions appropriately in classroom, school and community contexts | 2. recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea |
| grammatical elements | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) |
| mechanical features | 4. use basic German mechanical features and explore their use for effect | 4. use basic German mechanical features and apply these features for effect | 4. use basic German mechanical features effectively |
| discourse features | 5. use basic German discourse features in oral, print and visual texts, and explore their use for effect | 5. use basic German discourse features in oral, print and visual texts, and apply these features for effect | 5. use basic German discourse features in oral, print and visual texts, and apply these features independently for effect |

6.1 Linguistic Elements (continued)

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------|---|--|--|
| Grammatical Elements | Students will be able to: | | |
| | a. recognize and use, in modelled situations, ⁴ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – personal pronouns in the accusative and dative – possessive pronouns (<i>unser, euer, ihr</i>) – tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) – familiar separable verbs – imperative (singular—<i>Geh!</i>, plural—<i>Geht!</i>) – sentence structure—subject and accusative object – prepositions with accusative only and dative only | <ul style="list-style-type: none"> – future tense – formal address (<i>Gehen Sie...</i>) – sentence structure—dative object – prepositions with both dative and accusative | <ul style="list-style-type: none"> – all possessive pronouns in accusative and dative – relative clauses in nominative (<i>Die Katze, die...</i>) – adjectival endings |
| | b. use, in structured situations, ⁵ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – definite and indefinite articles in the accusative – possessive pronouns (<i>mein, dein, sein, ihr</i>) – verb position in subordinate clause (<i>dass, weil</i>) – verbs—complete conjugation including modals in present tense – inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) – comparison of adjectives | <ul style="list-style-type: none"> – definite and indefinite articles in the accusative – personal pronouns—accusative and dative – possessive pronouns (all) – tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) including modals – familiar separable verbs – imperative (singular—<i>Geh!</i>, plural—<i>Geht!</i>) – sentence structure—subject and accusative object – verb position in subordinate clause (<i>dass, weil, als</i>) – inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) – prepositions with accusative only and dative only – comparison of adjectives | <ul style="list-style-type: none"> – personal pronouns (accusative and dative) – familiar separable verbs – verb conjugation including modals in present, perfect and past tenses – future tense – imperative (singular, plural and formal) – formal address – sentence structure (subject, accusative object and dative object) – prepositions with dative and accusative |

(continued)

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------|---|---------|---|
| Grammatical Elements | <i>Students will be able to:</i> | | |
| | c. use, independently and consistently, ⁶ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – definite and indefinite articles in the nominative – plural of nouns – prepositions to define spatial relationships | | <ul style="list-style-type: none"> – definite and indefinite articles in the accusative – verb conjugation including modals in present tense – imperative (singular –<i>Geh!</i>, plural –<i>Geh!</i>) – inversion for questions (<i>Hast du ...?</i>) and adverbs of time and place (<i>Heute ist es ...</i>) – verb position in subordinate clause (<i>dass, weil, als</i>) – prepositions with accusative only and dative only – comparison of adjectives |

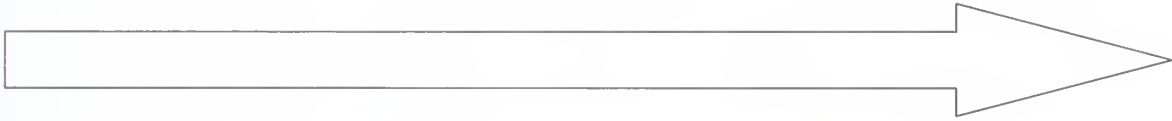
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| sound-symbol system | 1. understand and accurately use the sound-symbol system | 1. apply knowledge of the sound-symbol system in a variety of contexts | 1. apply knowledge of the sound-symbol system accurately |
| vocabulary | 2. use multiple words or phrases to express the same idea | 2. select the most appropriate or effective words or phrases to express ideas accurately | 2. ensure the precision of messages by accessing needed vocabulary |
| grammatical elements | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) |
| |  | | |
| mechanical features | 4. use German mechanical features effectively | 4. use German mechanical features effectively | 4. use German mechanical features effectively |
| discourse features | 5. use German discourse features in oral, print and visual texts, and apply these features independently for effect | 5. use German discourse features in oral, print and visual texts, and apply these features independently for effect | 5. use German discourse features in oral, print and visual texts, and apply these features independently for effect |

6.1 Linguistic Elements (continued)

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------|---|---|---|
| Grammatical Elements | Students will be able to: | | |
| | a. recognize and use, in modelled situations, ⁷ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – genitive case – infinitive phrases and clauses—e.g., <i>Ich plane nach Deutschland zu reisen.</i>, <i>Oma geht in die Stadt, um das Museum zu besuchen.</i> – adjectival endings | <ul style="list-style-type: none"> – reflexive verbs | <ul style="list-style-type: none"> – passive form – reflexive verbs |
| | b. use, in structured situations, ⁸ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – personal pronouns—accusative and dative – possessive pronouns in accusative and dative – future tense – verb conjugation, including modals in past tense – separable verbs – imperative—singular, plural and formal – sentence structure—subject, accusative and dative object – relative clauses in nominative – prepositions with accusative and dative | <ul style="list-style-type: none"> – genitive case – personal pronouns—accusative and dative – possessive pronouns in accusative and dative – sentence structure—subject, accusative and dative object – relative clauses in nominative and accusative – infinitive phrases and clauses—e.g., <i>Ich plane nach Deutschland zu reisen.</i>, <i>Oma geht in die Stadt, um das Museum zu besuchen.</i> – prepositions with accusative and dative – adjectival endings | <ul style="list-style-type: none"> – genitive case – possessive pronouns in accusative, dative and genitive – relative clauses in nominative and accusative – prepositions with accusative and dative – adjectival endings |

(continued)

7. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

8. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------|--|---|---|
| Grammatical Elements | <i>Students will be able to:</i> c. use, independently and consistently, ⁹ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – formal address – present, perfect and past tense | <ul style="list-style-type: none"> – future tense – verb conjugation including modals in past tense – separable verbs – imperative—singular, plural, formal | <ul style="list-style-type: none"> – personal pronouns—accusative and dative – sentence structure—subject, accusative and dative object – infinitive phrases and clauses, e.g., z.B. <i>Ich plane nach Deutschland zu reisen., Oma geht in die Stadt, um das Museum zu besuchen.</i> |

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

9. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|---|
| <i>Students will be able to:</i> | | | | |
| listening | 1. listen to and understand simple oral sentences in a classroom environment | 1. listen to and understand simple oral sentences in a variety of familiar contexts | 1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations | 1. listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations |
| speaking | 2. repeat and create simple oral phrases in the classroom environment | 2. produce, orally, simple sentences in a structured situation | 2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts | 2. produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic |
| reading | 3. recognize letters and their corresponding sounds, and recognize some familiar words | 3. recognize and understand simple words and sentences in a structured situation | 3. read and understand a series of sentences or a short text on a familiar topic | 3. read and understand a series of interrelated ideas on a familiar topic |
| writing | 4. write upper and lower case letters, and copy words | 4. write simple words and sentences in a structured situation | 4. write simple words and sentences on familiar topics in a structured situation | 4. produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation |
| viewing | 5. view and respond to familiar events and/or representations in the classroom context | 5. view and understand simple, familiar events and/or representations in the classroom context | 5. view and understand simple, familiar events and/or representations | 5. view and understand simple events and/or representations |
| representing | 6. imitate and/or create simple representations of familiar ideas, events and information | 6. create simple representations of familiar ideas, events and information | 6. use a variety of forms to create simple representations of ideas, events and information | 6. use a variety of forms to create representations of ideas, events and information |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| listening | 1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations | 1. listen to and understand the main points of a lengthy oral or multimedia presentation on a familiar topic in structured and unstructured situations | 1. listen to and understand the main points of a lengthy oral or multimedia presentation on a variety of familiar topics in structured and unstructured situations |
| speaking | 2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation | 2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation | 2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation |
| reading | 3. read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | 3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | 3. read and understand a lengthy series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations |
| writing | 4. produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations | 4. produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations | 4. produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations |
| viewing | 5. view and understand a variety of simple events and/or representations | 5. view and understand a series of simple events and/or representations | 5. view and understand events and/or representations within and beyond the school context |
| representing | 6. create multiple representations of the same familiar ideas, events and/or information | 6. create multiple representations of the same ideas, events and/or information | 6. use a variety of forms to create representations of ideas, events and/or information |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| listening | 1. listen to and understand the main points of an oral or multimedia presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations | 1. listen to and understand the main points of an oral or multimedia presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations | 1. listen to and understand the main points of an oral or multimedia presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations |
| speaking | 2. produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations | 2. produce a prepared or spontaneous oral presentation on a familiar or unfamiliar topic in structured and unstructured situations | 2. produce a coherent oral presentation on familiar and unfamiliar topics in a variety of structured and unstructured situations |
| reading | 3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured situations | 3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations | 3. read and understand texts containing simple and complex ideas on familiar and unfamiliar topics |
| writing | 4. produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations | 4. produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations | 4. organize and develop ideas coherently on familiar and unfamiliar topics, spontaneously and/or with preparation |
| viewing | 5. view and understand complex representations of familiar ideas, events and information | 5. view and understand complex representations of ideas, events and information | 5. view and understand a variety of complex representations of ideas, events and information |
| representing | 6. create complex representations of familiar ideas, events and information | 6. create complex representations of ideas, events and information | 6. use a variety of forms to create complex representations of ideas, events and information |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/Sociolinguistic Elements

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| register | 1. speak at a volume appropriate to classroom situations | 1. respond to tone of voice | 1. distinguish between formal and informal situations | 1. recognize that some topics, words or intonations are inappropriate in certain texts |
| idiomatic expressions | 2. imitate age-appropriate idiomatic expressions | 2. imitate age-appropriate idiomatic expressions | 2. understand and use some simple idiomatic expressions as set phrases | 2. understand and use a variety of simple idiomatic expressions as set phrases |
| variations in language | 3. experience a variety of voices, e.g., male and female, young and old | 3. experience a variety of voices | 3. acknowledge individual differences in speech | 3. accept individual differences in speech |
| social conventions | 4. imitate simple routine social interactions | 4. use basic social expressions appropriate to the classroom | 4. use basic politeness conventions | 4. use appropriate oral forms of address for people frequently encountered |
| nonverbal communication | 5. imitate some common nonverbal behaviours used in the German culture | 5. understand the meaning of and imitate some common nonverbal behaviours used in the German culture | 5. experiment with using some simple nonverbal means of communication | 5. recognize that some nonverbal behaviours may be inappropriate in certain contexts |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/Sociolinguistic Elements

| | Grade 4 | Grade 5 | Grade 6 |
|-------------------------|---|--|---|
| | <i>Students will be able to:</i> | | |
| register | 1. experiment with formal and informal uses of language in familiar situations | 1. use formal and informal language in familiar situations | 1. identify socially appropriate language in specific situations |
| idiomatic expressions | 2. use learned idiomatic expressions in new contexts | 2. use learned idiomatic expressions to enhance communication | 2. use learned idiomatic expressions correctly in new contexts |
| variations in language | 3. experience a variety of accents and variations in speech | 3. experience a variety of regional variations in language | 3. recognize some common regional variations in language |
| social conventions | 4. recognize verbal behaviours that are considered impolite | 4. recognize simple social conventions in informal conversation, e.g., for turn taking | 4. recognize important social conventions in everyday interactions, e.g., shaking hands |
| nonverbal communication | 5. recognize appropriate nonverbal behaviours for people frequently encountered, e.g., interpersonal space and physical contact | 5. use appropriate nonverbal behaviours in a variety of familiar contexts, e.g., eye contact | 5. use appropriate nonverbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/Sociolinguistic Elements

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------------|--|---|--|
| | <i>Students will be able to:</i> | | |
| register | 1. explore formal and informal uses of language in a variety of contexts | 1. use suitable simple formal language in a variety of contexts | 1. explore differences in register between spoken and written texts |
| idiomatic expressions | 2. use learned idiomatic expressions in a variety of contexts | 2. examine the role of idiomatic expressions in culture | 2. identify influences on idiomatic expressions, e.g., region, age, occupation |
| variations in language | 3. recognize other influences resulting in variations in language | 3. recognize other influences resulting in variations in language | 3. recognize other influences resulting in variations in language |
| social conventions | 4. interpret the use of social conventions encountered in oral, print, visual and multimedia texts | 4. interpret and use important social conventions in interactions | 4. interpret and use appropriate oral and written forms of address with a variety of audiences |
| nonverbal communication | 5. recognize nonverbal behaviours that are considered impolite | 5. avoid nonverbal behaviours that are considered impolite | 5. recognize a variety of nonverbal communication techniques in a variety of contexts |

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|---|
| <i>Students will be able to:</i> | | | | |
| cognitive | 1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., listen attentively, do actions to match words of a song, story or rhyme | 1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns | 1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them silently or aloud | 1. use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g., make personal dictionaries, experiment with various elements of the language |
| metacognitive | 2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher | 2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn | 2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., rehearse or role-play language | 2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning, e.g., decide in advance to attend to the learning task |
| social/affective | 3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., initiate or maintain interaction with others | 3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences | 3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text | 3. use a variety of simple social and affective strategies, with guidance, to enhance language learning, e.g., reread familiar self-chosen texts to enhance understanding and enjoyment |

Further examples of language learning strategies are available on pages 53 and 54.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| cognitive | 1. identify and use a variety of cognitive strategies to enhance language learning, e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task | 1. identify and use a variety of cognitive strategies to enhance language learning, e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language | 1. identify and use a variety of cognitive strategies to enhance language learning, e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task |
| metacognitive | 2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task | 2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., reflect on the listening, reading and writing process, check copied writing for accuracy | 2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., decide in advance to attend to specific aspects of input, listen or read for key words |
| social/affective | 3. identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups | 3. identify and use a variety of social and affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers | 3. identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises |

Further examples of language learning strategies are available on pages 53 and 54.

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| cognitive | 1. select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in the language being learned or in their own language | 1. select and use a variety of cognitive strategies to enhance language learning, e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning | 1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember |
| metacognitive | 2. select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of tasks, keep learning logs | 2. select and use a variety of metacognitive strategies to enhance language learning, e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally | 2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements |
| social/affective | 3. select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task | 3. select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks and try unfamiliar tasks and approaches | 3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., repeat new words and expressions that occur in their own conversations and make use of them as soon as appropriate |

Further examples of language learning strategies are available on pages 53 and 54.

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--------------|--|---|---|--|
| interactive | 1. use simple interactive strategies with guidance, e.g., use words from their first language to get their meaning across, acknowledge being spoken to | 1. use simple interactive strategies with guidance, e.g., interpret and use a variety of nonverbal clues to communicate | 1. use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or nonverbally | 1. use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand |
| interpretive | 2. use simple interpretive strategies with guidance, e.g., use gestures, intonation and visual supports to aid comprehension | 2. use simple interpretive strategies with guidance, e.g., make connections between texts, prior knowledge and personal experience | 2. use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension | 2. use a variety of simple interpretive strategies with guidance, e.g., determine the purpose of listening, listen or look for key words |
| productive | 3. use simple productive strategies with guidance, e.g., mimic what the teacher says, use nonverbal means to communicate | 3. use simple productive strategies with guidance, e.g., copy what others say or write, use words that are visible in the immediate environment | 3. use simple productive strategies with guidance, e.g., use familiar repetitive patterns from stories, songs or rhymes | 3. use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts |

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General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| interactive | 1. identify and use a variety of interactive strategies, e.g., use other speakers' words in subsequent conversation | 1. identify and use a variety of interactive strategies, e.g., assess feedback from a conversation partner to recognize when a message has not been understood | 1. identify and use a variety of interactive strategies, e.g., start again, using a different tactic, when communication breaks down, use a simple word similar to the concept they want to convey and invite correction |
| interpretive | 2. identify and use a variety of interpretive strategies, e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience | 2. identify and use a variety of interpretive strategies, e.g., use knowledge of the sound-symbol system to aid reading comprehension | 2. identify and use a variety of interpretive strategies, e.g., infer probable meanings of unknown words or expressions from contextual clues |
| productive | 3. identify and use a variety of productive strategies, e.g., use various techniques to explore ideas at the planning stage | 3. identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences | 3. identify and use a variety of productive strategies, e.g., be aware of and use the steps of the writing process |

Further examples of language use strategies are available on pages 54 to 56.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| interactive | 1. select and use a variety of interactive strategies, e.g., invite others into the discussion, ask for confirmation that a form used is correct | 1. select and use a variety of interactive strategies, e.g., use a range of fillers and hesitation devices to sustain conversations, use circumlocution to compensate for lack of vocabulary | 1. select and use appropriate interactive strategies in a variety of situations, e.g., repeat part of what someone has said to confirm mutual understanding |
| interpretive | 2. select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text | 2. select and use a variety of interpretive strategies, e.g., use key content words or discourse features to follow an extended text | 2. select and use appropriate interpretive strategies in a variety of situations, e.g., reread several times to understand complex ideas |
| productive | 3. select and use a variety of productive strategies, e.g., use resources to increase vocabulary | 3. select and use a variety of productive strategies, e.g., take notes when reading or listening to assist in producing their own text | 3. select and use appropriate productive strategies in a variety of situations, e.g., use a variety of resources to correct texts |

Further examples of language use strategies are available on pages 54 to 56.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|--|
| <i>Students will be able to:</i> | | | | |
| cognitive | 1. use simple cognitive strategies to enhance general learning, e.g., classify objects and ideas according to their attributes | 1. use simple cognitive strategies to enhance general learning, e.g., use models | 1. use simple cognitive strategies to enhance general learning, e.g., connect what they already know with what they are learning | 1. use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time |
| metacognitive | 2. use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher | 2. use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options | 2. use simple metacognitive strategies to enhance general learning, e.g., discover how their efforts can affect their learning | 2. use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task |
| social/affective | 3. use simple social and affective strategies to enhance general learning, e.g., watch others' actions and copy them | 3. use simple social and affective strategies to enhance general learning, e.g., seek help from others | 3. use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn | 3. use simple social and affective strategies to enhance general learning, e.g., participate in cooperative group learning tasks |

Further examples of general learning strategies are available on page 56.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| cognitive | 1. identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks | 1. identify and use a variety of cognitive strategies to enhance general learning, e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist in performance of learning tasks | 1. identify and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information |
| metacognitive | 2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of subtasks | 2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., make a plan in advance about how to approach a task | 2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., identify their own needs and interests |
| social/affective | 3. identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment | 3. identify and use a variety of social and affective strategies to enhance general learning, e.g., encourage themselves to try, even though they might make mistakes | 3. identify and use a variety of social and affective strategies to enhance general learning, e.g., take part in group decision-making processes |

Further examples of general learning strategies are available on page 56.

General Outcome 6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| cognitive | 1. select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information | 1. select and use a variety of cognitive strategies to enhance general learning, e.g., formulate key questions to guide research | 1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., make inferences and identify and justify the evidence on which their inferences are based |
| metacognitive | 2. select and use a variety of metacognitive strategies to enhance general learning, e.g., manage the physical environment in which they have to work | 2. select and use a variety of metacognitive strategies to enhance general learning, e.g., keep learning journals such as diaries or logs | 2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., work with others to monitor their own learning |
| social/affective | 3. select and use a variety of social and affective strategies to enhance general learning, e.g., use support strategies to help peers persevere at learning tasks | 3. select and use a variety of social and affective strategies to enhance general learning, e.g., take part in group problem-solving processes | 3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations, e.g., be willing to take risks and try unfamiliar tasks and approaches |

Further examples of general learning strategies are available on page 56.

CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity, in each student, as a bilingual/multicultural learner and a positive identification with the German language and cultures. This section provides opportunities for the exploration of German cultures from the perspectives of historical elements, contemporary elements, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in German bilingual programming. **This program of studies divides the Language Arts and Culture sections for ease of use only.**

While German cultural learning is unquestionably best conducted in German, certain concepts may be too complex to be undertaken in the language. On such occasions, limited and judicious use of English may be resorted to in order to facilitate learning.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Socio-cultural/Sociolinguistic Elements.

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 Self-identity

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---|--|---|---|
| | <i>Students will be able to:</i> | | | |
| valuing German language and the cultures of German-speaking peoples | 1. participate in cultural activities in the classroom and school | 1. participate in cultural activities and traditions | 1. participate in and appreciate cultural activities and traditions | 1. recognize and appreciate various elements of the cultures of German-speaking peoples |
| valuing bilingualism/multiculturalism | 2. participate in classroom and school cultural activities | 2. participate in classroom and school cultural activities | 2. recognize the benefits of a bilingual/multicultural education | 2. understand the personal significance of a bilingual/multicultural education |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 *Self-identity*

| | Grade 4 | Grade 5 | Grade 6 |
|---|--|--|---|
| | <i>Students will be able to:</i> | | |
| valuing German language and the cultures of German-speaking peoples | 1. recognize and appreciate various elements of the cultures of German-speaking peoples | 1. identify the lifelong personal benefits of German language and cultures | 1. value the lifelong personal benefits of German language and cultures |
| valuing bilingualism/multiculturalism | 2. participate in activities that promote and celebrate the bilingual/multicultural education experience | 2. recognize the uniqueness of a bilingual/multicultural education | 2. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.1 *Self-identity*

| | Grade 7 | Grade 8 | Grade 9 |
|---|--|---|---|
| | <i>Students will be able to:</i> | | |
| valuing German language and the cultures of German-speaking peoples | 1. explore and analyze how German language and cultures have impacted and enriched their own lives | 1. explore and analyze how German language and cultures have enriched the lives of others | 1. explore how their own past and present German language and cultural experiences, understanding and knowledge may be an asset in future opportunities |
| valuing bilingualism/multiculturalism | 2. explore and analyze how being bilingual/multicultural has impacted and enriched their own lives | 2. explore and analyze how bilingualism/multiculturalism has enriched the lives of others | 2. explore how their own past and present bilingual/multicultural experiences, knowledge and understanding may be an asset in future opportunities |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 German Cultures

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|---|
| <i>Students will be able to:</i> | | | | |
| historical elements | 1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (<i>Muttertag</i>), music, dance, art, literature, food | 1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (<i>Weihnachten</i>), music, dance, art, literature, food | 1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (<i>Karneval, Fasching</i>), music, dance, art, literature, food | 1. participate in activities and experiences that reflect traditional elements of German cultures, such as holidays and celebrations (<i>St. Martinstag</i>), music, dance, art, literature, food |
| contemporary elements | 2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above) | 2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above) | 2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above) | 2. participate in activities and experiences that reflect contemporary elements of German cultures (see examples above) |
| diversity | 3. experience cultural elements of diverse origins from within German cultures | 3. experience cultural elements of diverse origins from within German cultures | 3. recognize diverse elements of German cultures in the school and/or local community | 3. identify diverse elements of German cultures in the school and/or local community |
| change | 4. participate in events marking changes | 4. illustrate that change occurs in one's immediate environment | 4. gather information to demonstrate change within German cultures | 4. identify how people's actions and lifestyles change to accommodate their changing needs |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 German Cultures

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| historical elements | 1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (<i>Ostern</i>), music, dance, art, literature, food | 1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (<i>St. Nikolaus</i>), music, dance, art, literature, food | 1. explore the historical roots of traditional cultural activities and experiences in such areas as holidays and celebrations (<i>Oktoberfest, Volksfest</i>), music, dance, art, literature, food |
| contemporary elements | 2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above) | 2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above) | 2. explore elements in the immediate environment that reflect the contemporary features of German cultures (see examples above) |
| diversity | 3. explore diversity of German cultures in the immediate environment | 3. explore diversity of German cultures at the school level | 3. explore diversity of German cultures at the community level |
| change | 4. explore and reflect on change within their own immediate environment | 4. explore and reflect on change in German cultures within the family and community | 4. explore and reflect on change in German cultures at the international level |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.2 German Cultures

| | Grade 7 | Grade 8 | Grade 9 |
|-----------------------|--|--|--|
| | <i>Students will be able to:</i> | | |
| historical elements | 1. explore how major historical events, figures and developments of German cultures have influenced contemporary culture worldwide, such as great figures, periods of history, immigration | 1. explore how major historical events, figures and developments of German cultures have influenced contemporary culture worldwide, such as great figures, periods of history, immigration | 1. analyze the influence and contributions of major historical events, figures and developments of German cultures worldwide, such as great figures, periods of history, immigration |
| contemporary elements | 2. explore how contemporary events, figures and developments of German cultures have influenced contemporary culture worldwide, such as geography, current events, celebrations, fine arts, lifestyles | 2. explore how contemporary events, figures and developments of German cultures have influenced contemporary culture worldwide, such as geography, current events, celebrations, fine arts, lifestyles | 2. analyze the influence and contributions of contemporary events, figures and developments of German cultures worldwide, such as geography, current events, celebrations, fine arts, lifestyles |
| diversity | 3. explore the diversity of the German language and cultures | 3. explore the diversity of the German language and cultures | 3. examine the diversity of the German language and cultures |
| change | 4. explore how changes in German language and cultures have impacted their own lives | 4. explore the significance of changes in German cultures to the rest of the world | 4. compare changes in German cultures to changes in other cultures |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 Building Community

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| valuing diversity | 1. recognize differences between themselves and peers | 1. explore diversity within their own families and in the school | 1. explore diversity within the classroom and among families and communities | 1. explore diversity in the classroom, school and local community, and reflect on its personal significance |
| valuing similarity | 2. recognize similarities between themselves and peers | 2. explore similarities within their own families and in the school | 2. explore similarities within the classroom and among families and communities | 2. explore similarities in the classroom, school and local community, and reflect on their personal significance |
| contributing to community | 3. participate in and contribute to classroom activities | 3. participate and cooperate in and contribute to classroom and school activities | 3. participate cooperatively in group activities by contributing ideas and supporting others | 3. participate cooperatively in daily classroom duties, and support peers and classmates |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 Building Community

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| valuing diversity | 1. explore diversity in the broader community, and reflect on its personal significance | 1. explore, compare and reflect on the personal significance of diversity in Canada | 1. explore the impact of diversity in other regions of the world and compare it with the impact of diversity in Canada |
| valuing similarity | 2. explore similarities in the broader community and reflect on their personal significance | 2. explore, compare and reflect on common human needs and experiences of Canadians | 2. examine common human needs and experiences of people around the world |
| contributing to community | 3. demonstrate desire to assist others and contribute to classroom and school activities | 3. develop skills that promote cooperation and mutual respect within the classroom and school | 3. provide positive contributions and leadership within the school and/or community |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.3 Building Community

| | Grade 7 | Grade 8 | Grade 9 |
|---------------------------|---|--|---|
| | <i>Students will be able to:</i> | | |
| valuing diversity | 1. examine diversity in the school and community, and reflect on its impact on themselves, relationships and personal choices | 1. examine diversity in the school and community, and reflect on its impact on themselves, school and community | 1. explore and analyze how diversity has contributed to and enriched Canadian society |
| valuing similarity | 2. examine similarities among peers and members of the school and local community, and reflect on the personal impact of these similarities | 2. examine similarities that exist in cultures in Canadian society through the historical context of immigration | 2. examine similarities in cultures in current Canadian society |
| contributing to community | 3. participate and contribute effectively, and reflect on their own contributions to group activities | 3. appreciate the contributions of different individuals, groups and events to the development of Canada | 3. examine the significance of various contemporary cultural issues to Canadian society |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 Global Citizenship

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|---|
| <i>Students will be able to:</i> | | | | |
| responsible citizenship | 1. demonstrate personal and social responsibility in the classroom | 1. demonstrate personal and social responsibility in the classroom and school | 1. demonstrate personal and social responsibility in the classroom, school and community | 1. recognize that growing up involves making decisions and accepting consequences |
| interdependence | 2. participate in tasks and activities with partners and in groups | 2. recognize their own and others' contributions to a group | 2. recognize the benefits of working with partners or within groups, and recognize that one affects and is affected by the actions of others | 2. identify the advantages and disadvantages of working collaboratively with partners or groups |
| intercultural skills | 3. adapt to new situations | 3. work and play with others, recognizing that expectations can be different for different people | 3. identify and describe causes of conflict in the classroom | 3. explore ways to resolve interpersonal conflict |
| future opportunities | 4. share or demonstrate personal strengths or achievements | 4. share or demonstrate personal strengths and areas for further development | 4. identify personal strengths and areas for development | 4. identify personal strengths and areas for development, and set personal goals |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 Global Citizenship

| | Grade 4 | Grade 5 | Grade 6 |
|---|--|---|--|
| responsible citizenship interdependence intercultural skills future opportunities | <i>Students will be able to:</i> | | |
| | 1. respect the feelings, rights and property of others, and accept responsibility for their own actions | 1. recognize positive and negative aspects of the consequences of their own actions, and demonstrate honesty and reliability in a variety of situations | 1. explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills |
| | 2. recognize that people must depend on others to meet their needs, and recognize the effects of their own actions on others | 2. examine the role of the individual in group activities, and reflect on the effectiveness of their own contributions | 2. participate in and contribute to group activities effectively, and recognize that cooperation is important |
| | 3. engage in activities that reflect other perspectives or ways of doing things | 3. accept differences in characteristics and abilities of others | 3. recognize and respect individual differences, and recognize the worth of every individual |
| | 4. identify their own strengths and areas for development, and establish personal goals and action plans | 4. identify their own strengths and areas for further development, and establish personal goals and action plans | 4. identify their own interests and explore future opportunities for learning and employment |

General Outcome 7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in, and contributing to, an interdependent and multicultural global society.

7.4 Global Citizenship

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------------|---|--|--|
| | <i>Students will be able to:</i> | | |
| responsible citizenship | 1. identify and analyze examples of rights and responsibilities of citizens | 1. identify how citizen action can affect public policy, including cultural diversity | 1. recognize how public policies relating to cultural diversity are affected by public opinion, the media and political groups |
| interdependence | 2. explore different roles and responsibilities of group members | 2. identify the impact of actions of individuals upon groups | 2. identify ways in which individuals, community members and societal members are interrelated and interdependent |
| intercultural skills | 3. understand and analyze the rights and responsibilities of citizens, and provide examples | 3. explore ways in which group conflict can be resolved in Canadian society | 3. appreciate and understand the value of different perspectives |
| future opportunities | 4. explore learning and work opportunities around the world | 4. explore essential skills, knowledge and attitudes required for effective participation in the global community, workplace and marketplace | 4. explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied |

ITALIAN LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM KINDERGARTEN TO GRADE 6

This program of studies is intended for students who are beginning their study of Italian language and culture in Kindergarten or Grade 1. It constitutes the first six years of the Italian Language and Culture Twelve-year (12Y) Program.

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of and sensitivity to the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of *bel canto*; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries. Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

Personal and Cognitive Benefits

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Italian as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who

come to the class with some background knowledge of Italian and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Italian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Italian-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

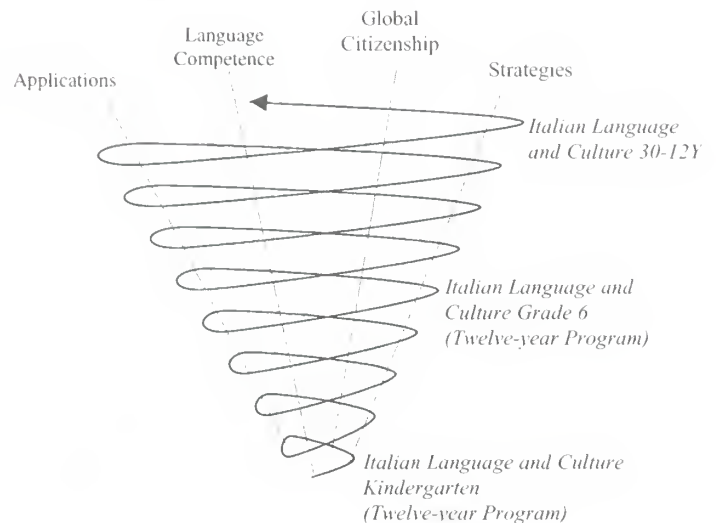
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and

experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]

- Students will use Italian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Italian **effectively** and **competently**.

Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

Strategies [S]

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

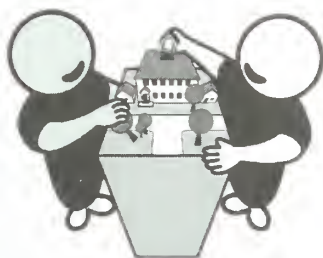
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Italian **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

- GC-1 historical and contemporary elements of Italian-speaking cultures
- GC-2 affirming and valuing diversity
- GC-3 personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

Guide to Reading the Program of Studies

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading for specific outcomes

A-6 for imaginative purposes and personal enjoyment

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

| | | | |
|------------------------------------|---|---|--|
| <p>A-6.1 humour/fun</p> | a. use Italian for fun and to interpret simple humorous texts; e.g., stories, songs, pictures | a. use Italian for fun and to interpret humour; e.g., participate in a variety of hands-on activities | a. use Italian for fun and to interpret humour; e.g., play a variety of sports and games |
| | a. use Italian creatively; e.g., use models to create cumulative or predictable stories | a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language | a. use Italian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language |
| | a. use Italian for personal enjoyment; e.g., learn a craft or a dance | a. use Italian for personal enjoyment, reflecting personal preferences and interests; e.g., listen to favourite songs in the Italian language | a. use Italian for personal enjoyment; e.g., play games alone or with friends or family members |

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade



Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

**Students will use Italian in a
variety of situations and for a
variety of purposes.**

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

to form, maintain and change
interpersonal relationships

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Italian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Italian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---------------------------------------|--|--|--|--|
| A-1.1 share factual information | a. share basic information; e.g., <i>io sono</i> | a. identify concrete people, places and things | a. ask for and provide information; e.g., time, dates, locations b. respond to simple, predictable questions | a. describe people, places and things |
|---------------------------------------|--|--|--|--|

A-2 to express emotions and personal perspectives

Students will be able to:

| | | | | |
|--|---|--|---|--|
| A-2.1 share ideas, thoughts, opinions, preferences | a. express simple preferences | a. express a personal response; e.g., respond to a song or story | a. identify favourite people, places or things; e.g., characters, illustrations in texts, activities | a. express a personal response to a variety of situations |
| A-2.2 share emotions, feelings | a. express basic emotions and feelings; e.g., pleasure or happiness | a. respond to and express emotions and feelings; e.g., respond to stories or songs | a. identify emotions and feelings; e.g., identify what a character in a text is feeling | a. respond to and express a variety of emotions and feelings; e.g., love, sadness, surprise, fear |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---------------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| A-1.1 share factual information | a. ask for and provide information on a variety of familiar topics; e.g., family, home | a. describe people, places and things related to sequences of events or actions | a. provide information on several aspects of a topic; e.g., give a simple report |

A-2 to express emotions and personal perspectives

| | | | |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| A-2.1 share ideas, thoughts, opinions, preferences | a. inquire about and express likes and dislikes | a. record and share thoughts and ideas with others; e.g., keep a journal of thoughts and ideas | a. inquire about and express agreement and disagreement b. inquire about and express approval and disapproval |
| A-2.2 share emotions, feelings | a. inquire about and express emotions and feelings; e.g., express a personal experience of being sad | a. record and share personal experiences involving an emotion or feeling; e.g., happiness, anger, embarrassment | a. inquire about and express emotions and feelings in a variety of familiar contexts |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|-------------------------------------|---|--|---|---|
| A-3.1 guide actions of others | a. indicate basic needs and wants; e.g., use gestures | a. give and respond to simple oral instructions and commands b. ask for permission | a. suggest a course of action, and respond to a suggestion | a. make and respond to a variety of simple requests b. seek, give or withhold permission |
| A-3.2 state personal actions | a. respond to simple offers, invitations and instructions | a. ask or offer to do something; e.g., classroom tasks | a. indicate choice from among several options | a. express a wish or a desire to do something |
| A-3.3 manage group actions | a. manage turn taking | a. encourage other group members to act appropriately; e.g., ask a classmate to work quietly | a. ask for help or clarification of what is being said or done in the group | a. suggest, initiate or direct action in group activities |

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

| | | | | |
|---|--|--|--|----------------------------------|
| A-4.1 manage personal relationships | a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves | a. exchange some basic personal information; e.g., name, age | a. initiate relationships; e.g., invite others to play | a. apologize and refuse politely |
|---|--|--|--|----------------------------------|

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|-------------------------------------|---|--|---|
| <i>Students will be able to:</i> | | | |
| A-3.1 guide actions of others | a. relay simple messages b. encourage others to perform an action, or discourage others from a course of action | a. give and follow a simple sequence of instructions; e.g., a series of steps to play a game | a. make and respond to suggestions in a variety of situations |
| A-3.2 state personal actions | a. make an offer or an invitation, and respond to offers and invitations made by others | a. inquire about and express ability and inability to do something | a. state personal actions in the past, present and future |
| A-3.3 manage group actions | a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members | a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify | a. check for agreement and understanding b. express disagreement in an appropriate way |

A-4 to form, maintain and change interpersonal relationships

| | | | |
|---|--|--------------------------------------|---|
| <i>Students will be able to:</i> | | | |
| A-4.1 manage personal relationships | a. talk about themselves, and respond to the talk of others by showing attention or interest | a. make and break social engagements | a. initiate and participate in casual exchanges with classmates |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---|---|---|--|---|
| A-5.1 discover and explore | a. investigate the immediate environment; e.g., do hands-on activities | a. investigate the immediate environment; e.g., use kinesthetic, spatial, musical abilities | a. investigate the immediate environment; e.g., use all of the senses | a. make and talk about personal observations |
| A-5.2 gather and organize information | a. gather simple information | a. organize items in different ways | a. sequence items in different ways; e.g., put the elements of a simple story in order | a. record and share personal knowledge of a topic |
| A-5.3 solve problems | a. experience problem-solving situations in the classroom; e.g., in stories | a. experience problem-solving situations in the classroom; e.g., in stories | a. choose between alternative solutions | a. define a problem, and search for solutions |
| A-5.4 explore opinions and values | a. listen attentively to the opinions expressed | a. respond sensitively to the ideas and products of others | a. recognize differences of opinion | a. make connections between behaviour and values; e.g., in texts or role-play |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|---|--|---|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. discover relationships and patterns | a. explore alternative classification systems and criteria for categories | a. ask questions to gain knowledge and clarify understanding |
| A-5.2 gather and organize information | a. compare and contrast items in simple ways; e.g., compare characters or events from different stories b. record observations | a. compose questions to guide research b. identify sources of information | a. gather information from a variety of resources; e.g., print, human, multimedia, electronic |
| A-5.3 solve problems | a. recognize and describe a problem, then propose solutions | a. understand and use the steps in the problem-solving process | a. describe and analyze a problem, then propose solutions |
| A-5.4 explore opinions and values | a. express views on a variety of topics within direct experience | a. gather opinions on a topic within direct experience; e.g., conduct an opinion poll among classmates or members of the community | a. explore how values influence behaviour; e.g., describe characters and their motivations in a story |

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---|---|---|--|---|
| A-6.1 humour/fun | a. use Italian for fun; e.g., explore words with onomatopoeic qualities | a. use Italian for fun; e.g., learn simple riddles, jingles and humorous songs | a. use Italian for fun; e.g., play simple games, do action songs, mimes or dances | a. use Italian for fun; e.g., make simple crafts |
| A-6.2 creative/aesthetic purposes | a. use Italian creatively; e.g., use movement to respond to songs and poems | a. use Italian creatively; e.g., play-act variations on familiar stories | a. use Italian creatively; e.g., participate in activities that play on the sounds and rhythms of the language | a. use Italian creatively; e.g., create a picture story with captions |
| A-6.3 personal enjoyment | a. use Italian for personal enjoyment; e.g., listen to favourite songs or stories | a. use Italian for personal enjoyment; e.g., do finger plays, action rhymes | a. use Italian for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations | a. use Italian for personal enjoyment; e.g., make a collection of pictures or artifacts related to Italian cultures |

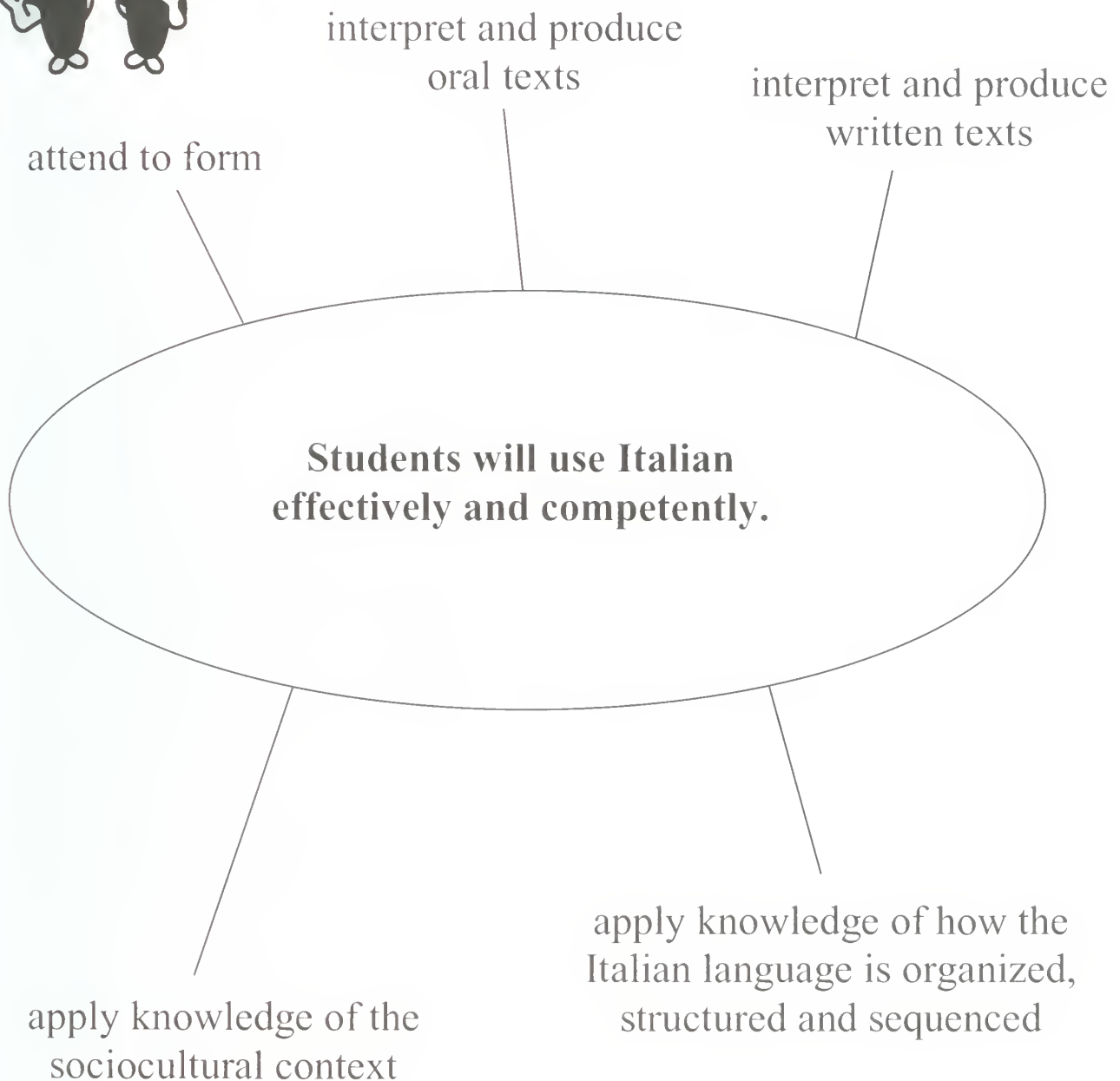
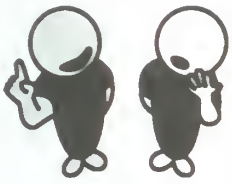
General Outcome for Applications

Students will use Italian in a variety of situations and for a variety of purposes.

A-6 for imaginative purposes and personal enjoyment

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--------------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour fun | a. use Italian for fun and to interpret simple humorous texts; e.g., stories, songs, pictures | a. use Italian for fun and to interpret humour; e.g., participate in a variety of hands-on activities | a. use Italian for fun and to interpret humour; e.g., play a variety of sports and games |
| A-6.2 creative/aesthetic purposes | a. use Italian creatively; e.g., use models to create cumulative or predictable stories | a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language | a. use Italian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language |
| A-6.3 personal enjoyment | a. use Italian for personal enjoyment; e.g., learn a craft or a dance | a. use Italian for personal enjoyment, reflecting personal preferences and interests; e.g., listen to favourite songs in the Italian language | a. use Italian for personal enjoyment; e.g., play games alone or with friends or family members |

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Italian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
Students will use Italian **effectively and competently.**

LC-1 attend to form

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

| | | | | |
|------------------------------|---|---|---|---|
| LC-1.1 phonology | a. pronounce some common words and phrases comprehensibly | a. use intonation to express meaning | a. distinguish particular sounds of Italian; e.g., rhyming words | a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases |
| LC-1.2 orthography | a. be aware of how text is oriented; e.g., left to right, top to bottom | a. recognize and name some elements of the writing system; e.g., letters of the alphabet | a. write own name and some words of personal significance b. recognize that there is a sound–symbol relationship in alphabetic print | a. copy familiar words, phrases and sentences b. relate some letters to the sounds they commonly make |
| LC-1.3 lexicon | a. associate words in the language with the corresponding object, action or idea <ul style="list-style-type: none"> • all about me • my family • food • stories and rhymes • songs and games • and any other lexical fields that meet the needs and interests of the students | a. recognize and repeat isolated words and set phrases in concrete situations <ul style="list-style-type: none"> • school • weather • animals • my home • introducing myself • and any other lexical fields that meet the needs and interests of the students | a. use a repertoire of isolated words and set phrases in familiar contexts <ul style="list-style-type: none"> • pets • rooms and furnishings • seasons • celebrations • and any other lexical fields that meet the needs and interests of the students | a. use a repertoire of isolated words and set phrases in familiar contexts <ul style="list-style-type: none"> • sports • birthdays • meals • holidays • daily activities • and any other lexical fields that meet the needs and interests of the students |

(continued)

General Outcome for Language Competence
Students will use Italian effectively and competently.

(continued)

LC-1 attend to form

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|--|--|--|---|
| | <i>Students will be able to:</i> | | | |
| | a. use, in modelled situations, ¹ the following grammatical elements: | | | |
| LC-1.4 grammatical elements | Sound System | Pronouns | Verbs | Nouns |
| | <ul style="list-style-type: none"> alphabet and sounds | <ul style="list-style-type: none"> disjunctive: <i>a me, a te, a lui, a lei</i> | <ul style="list-style-type: none"> present of irregular verbs: <i>fare, dare, dire, bere</i> reflexive in the present; e.g., <i>mi lavo, mi vesto</i> | <ul style="list-style-type: none"> diminutives; e.g., <i>ratello/fratellino, sorella/sorellina</i> |
| | Nouns | Verbs | Adjectives | Articles |
| | <ul style="list-style-type: none"> gender and number | <ul style="list-style-type: none"> impersonal verb <i>piacere</i>; e.g., <i>mi piace la mela, mi piacciono le mele</i> | <ul style="list-style-type: none"> possessive: <i>il nostro, il vostro, il loro</i> demonstrative: <i>quel, quei, quegli, quello, quelli, quella, quell', quelle</i> | <ul style="list-style-type: none"> partitive: <i>del, dei, dello, degli, della, delle, dell'</i> |
| | Pronouns | Adjectives | Prepositions | Verbs |
| | <ul style="list-style-type: none"> personal: <i>io, tu, lui, lei, noi, voi, loro</i> | <ul style="list-style-type: none"> gender and number; e.g., <i>bello/bella, belli/belle, verde/verdi</i> possessive: <i>il mio, il tuo, il suo</i> demonstrative: <i>questo, questi, questa, queste</i> cardinal numbers | <ul style="list-style-type: none"> simple: <i>da, in, su</i> | <ul style="list-style-type: none"> present perfect of verbs in <i>-are, -ere, -ire</i>; e.g., <i>ho mangiato, sono andato/a</i> |
| | Interrogatives | Prepositions | | Adjectives |
| | <ul style="list-style-type: none"> <i>che, chi, cosa, come, dove, quanto/quanti, quando, perché</i> | <ul style="list-style-type: none"> simple: <i>di, a</i> | | <ul style="list-style-type: none"> possessive with family members in the singular unmodified; e.g., <i>mio padre, mia madre</i> ordinal numbers; e.g., <i>primo, secondo, terzo</i> comparative; e.g., <i>più alto di, meno grande di</i> relative superlative; e.g., <i>il più (adjective) di, la più (adjective) di</i> |
| | Articles | Conjunctions | | Prepositions |
| | <ul style="list-style-type: none"> definite: <i>il, i, lo, gli, la, le, l'</i> indefinite: <i>un, uno, una, un'</i> | <ul style="list-style-type: none"> <i>e, o, ma</i> | | <ul style="list-style-type: none"> simple: <i>con</i> compound; e.g., <i>in + il = nel</i> <i>di + il = del</i> <i>a + il = al</i> |
| | Verbs | | | Conjunctions |
| | <ul style="list-style-type: none"> imperative of verbs in <i>-are, -ere, -ire</i>; e.g., <i>ascolta, ripetete, apri</i> present of verbs in <i>-are, -ere, -ire</i> present of verbs: <i>avere</i> and <i>essere</i> weather expressions with <i>fare</i>; e.g., <i>fa bello</i> | | | <ul style="list-style-type: none"> <i>poi, dopo</i> |
| | Adjectives | | | |
| | <ul style="list-style-type: none"> cardinal numbers (1–20) | | | |

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

LC-1 attend to form

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---|---|---|
|--|---|---|---|

Students will be able to:

b. use, in structured situations,² the following grammatical elements:

LC-1.4
grammatical elements

Alphabet

- alphabet and sounds

Nouns

- gender and number

Pronouns

- personal: *io, tu, lui, lei*

Articles

- definite: *il, i, la, le, l'*
- indefinite: *un, una, un'*

Verbs

- present of verbs: *avere* and *essere* with *io, tu, lui, lei*
- weather expressions with *fare*

Adjectives

- cardinal numbers (1–20)

Adverbs

- *bene, male, molto, poco*

Negative Form

- *non* + verb; e.g., *non ho la matita*

Sound System

- consonants and vowels; e.g., *ce, ci, ge, gi*

Pronouns

- personal: *noi, voi, loro*
- disjunctive: *a me, a te, a lui, a lei*

Interrogatives

- *chi, che, cosa, come, dove, quanto/ quanti, quando, perchè*

Verbs

- present of verbs: *avere* and *essere* with *noi, voi, loro*
- impersonal verb *piacere*: *mi piace, mi piacciono*

Adjectives

- gender and number; e.g., *bello/bella*
- possessive: *il mio, il tuo, il suo*
- cardinal numbers: (20+)

Prepositions

- simple: *di, a*

Conjunctions

- *e, o, ma*

Articles

- definite: *lo, gli*
- indefinite: *uno*

Verbs

- present of verbs in *-are, -ere, -ire*
- imperative of verbs in *-are, -ere, -ire*

Adjectives

- possessive: *il nostro, il vostro, il loro*
- demonstrative: *questo, questi, questa, queste*

Prepositions

- simple: *da, in, su*

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

LC-1 attend to form

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---|---|---|
|--|---|---|---|

Students will be able to:

c. use, independently and consistently,³ the following grammatical elements:

LC-1.4
grammatical elements

Alphabet

- alphabet and sounds

Nouns

- gender and number

Pronouns

- personal: *io, tu, lui, lei*

Verbs

- weather expressions with *fare*

Adjectives

- cardinal numbers (1–20)

Adverbs

- *bene, male, molto, poco*

Negative Form

- *non* + verb; e.g., *non ho la matita*

Sound System

- consonants and vowels

Pronouns

- disjunctive: *a me, a te, a lui, a lei*
- personal: *noi, voi, loro*

Articles

- *il, i, la, le, l'*
- indefinite: *uno*

Verbs

- present of verbs: *avere* and *essere*
- impersonal verb *piacere*: *mi piace, mi piacciono*

Adjectives

- possessive: *il mio, il tuo, il suo*
- cardinal numbers (20+)

Prepositions

- simple: *di, a*

Conjunctions

- *e, o, ma*

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-1 attend to form

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. recognize some critical sound distinctions that are important for meaning; e.g., <i>però</i> , <i>pero</i> | a. recognize some of the effects that intonation and stress have in different situations | a. identify and reproduce some critical sound distinctions that are important for meaning |
| LC-1.2 orthography | a. recognize and use some basic mechanical conventions; e.g., capitalization, punctuation | a. recognize and use some basic spelling patterns | a. apply some common spelling rules |
| LC-1.3 lexicon | a. combine learned words and phrases to fulfill some simple purposes <ul style="list-style-type: none"> • friends • vacation • my community • school subjects • and any other lexical fields that meet the needs and interests of the students | a. experiment with and use a variety of words and expressions in familiar contexts <ul style="list-style-type: none"> • hobbies/pastimes • music • family tree • animal habitat • and any other lexical fields that meet the needs and interests of the students | a. use a variety of words and expressions in familiar contexts <ul style="list-style-type: none"> • professions • dwellings • market • restaurant • transportation • and any other lexical fields that meet the needs and interests of the students |

(continued)

General Outcome for Language Competence
Students will use Italian effectively and competently.

(continued)

LC-1 attend to form

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

a. use, in modelled situations,⁴ the following grammatical elements:.....

LC-1.4
grammatical elements

Nouns

- derivatives;
e.g., *pizza/pizzeria*
- compound;
e.g., *capogruppo*

Pronouns

- disjunctive: *a noi, a voi, a loro*
- possessive; e.g., *il mio, il tuo, il suo*

Verbs

- present progressive of verbs in *-are, -ere, -ire*

Adverbs

- comparative; e.g., *bene, male, meglio, peggio*

Prepositions

- simple: *per, tra, fra*

Conjunctions

- *allora, prima*

Nouns

- irregular structure;
e.g., *il telegramma, i telegrammi, il programma, i programmi, il film, i film*

Pronouns

- direct object: *lo, li, la, le*

Verbs

- present tense of modal verbs: *volere, potere, dovere*
- present of verbs: *sapere* and *conoscere*

Adjectives

- comparative of equality;
e.g., *così alto come lui, tante scarpe quanti vestiti, più scarpe che vestiti*
- absolute superlative;
e.g., *bravo, molto bravo, bravissimo*

Pronouns

- indirect object: *gli, le, loro*

Verbs

- present perfect of modal verbs;
e.g., *sono dovuto a andare, ho dovuto fare*
- future of verbs in *-are, -ere, -ire* imperfect of verbs in *-are, -ere, -ire*
- past progressive of verbs in *-are, -ere, -ire*
- present perfect of the verb *piacere*; e.g., *mi è piaciuto il libro*

Adverbs

- adjective + *-mente*;
e.g., *lento, lentamente*

Conjunctions

- *però*

(continued)

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

(continued)

LC-1 attend to form

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

b. use, in structured situations,⁵ the following grammatical elements:.....

LC-1.4
grammatical elements

Nouns

- diminutives:
e.g., *fratello fratellino*,
sorella sorellina

Verbs

- present of irregular verbs:
fare, dare, dire, bere

Adjectives

- possessive: *il nostro*,
il vostro, il loro
- possessive with family
members in the singular
unmodified
- demonstrative: *quel, quei*,
quella, quelle
- ordinal numbers:
e.g., *primo, secondo, terzo*
- comparative: *meno, più*

Prepositions

- simple: *con*

Conjunctions

- *poi, dopo*

Nouns

- derivatives; e.g., *pizza/pizzeria*
- compound; e.g., *capogruppo*

Articles

- partitive: *del, dei, dello, degli*,
della, delle, dell'

Pronouns

- disjunctive: *a noi, a voi*,
a loro
- possessive; e.g., *il mio, il tuo*,
il suo

Verbs

- present progressive of verbs in
-are, -ere, -ire
- reflexive in the present;
e.g., *mi lavo, mi vesto*

Adjectives

- demonstrative: *quello, quegli*,
quell'
- relative superlative;
e.g., *il più* (adjective) *di*,
la più (adjective) *di*

Prepositions

- compound;
e.g., *in + il = nel*
di + il = del
a + il = al

Nouns

- irregular; e.g., *il telegramma*,
i telegrammi, il programma,
i programmi, il filin, i filin

Verbs

- present perfect of verbs in
-are, -ere, -ire
- present tense of modal verbs:
volere, potere, dovere

Adjectives

- absolute superlative;
e.g., *bravo, molto bravo*,
bravissimo

Adverbs

- comparative; e.g., *bene, male*,
meglio, peggio

Prepositions

- simple: *per, tra, fra*

Conjunctions

- *allora, prima*

(continued)

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will use Italian effectively and competently.

(continued)

LC-1 attend to form

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--------------------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| | c. use, independently and consistently, ⁶ the following grammatical elements:..... | | |
| LC-1.4 grammatical elements | Interrogatives | Nouns | Nouns |
| | <ul style="list-style-type: none"> <i>chi, che, cosa, come, dove, quanto, quanti, quando, perché</i> | <ul style="list-style-type: none"> diminutives; e.g., <i>fratello/fratellino, sorella/sorellina</i> | <ul style="list-style-type: none"> derivatives; e.g., <i>pizza/pizzeria</i> compound; e.g., <i>capogruppo</i> |
| | Articles | Verbs | Verbs |
| | <ul style="list-style-type: none"> definite: <i>lo, gli</i> indefinite: <i>uno</i> | <ul style="list-style-type: none"> present of irregular verbs: <i>fare, dare, dire, bere</i> | <ul style="list-style-type: none"> present of irregular verbs: <i>fare, dare, dire, bere</i> |
| | Verbs | Adjectives | Pronouns |
| | <ul style="list-style-type: none"> imperative of verbs in <i>-are, -ere, -ire</i> present of verbs in <i>-are, -ere, -ire</i> present of verbs: <i>avere</i> and <i>essere</i> | <ul style="list-style-type: none"> possessive: <i>il nostro, il vostro, il loro</i> possessive with family members in the singular unmodified ordinal numbers; e.g., <i>primo, secondo, terzo</i> comparative: <i>meno, più</i> | <ul style="list-style-type: none"> disjunctive: <i>a noi, a voi, a loro</i> |
| | Adjectives | Prepositions | |
| | <ul style="list-style-type: none"> gender and number; e.g., <i>bello/bella</i> demonstrative: <i>questo, questi, questa, queste</i> | <ul style="list-style-type: none"> simple: <i>con</i> | |
| | Prepositions | Conjunctions | |
| | <ul style="list-style-type: none"> simple: <i>da, in, su</i> | <ul style="list-style-type: none"> <i>poi, dopo</i> | |

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-2 interpret and produce oral texts

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

| | | | | |
|--|---|---|---|--|
| LC-2.1 aural interpretation | a. understand simple words and phrases in guided situations | a. understand simple sentences in guided situations | a. understand a series of simple sentences in guided situations | a. understand short, simple texts in guided situations |
| LC-2.2 oral production | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple sentences in guided situations |
| LC-2.3 interactive fluency | a. engage in simple interactions, using isolated words | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using simple sentences |

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–2 interpret and produce oral texts

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--|---|---|--|
| <i>Students will be able to:</i> | | | |
| LC–2.1 aural interpretation | a. understand a variety of short, simple texts in guided situations | a. understand short, simple texts in guided and unguided situations | a. understand a variety of short, simple texts in guided and unguided situations |
| LC–2.2 oral production | a. produce a series of simple sentences in guided situations | a. produce short, simple texts in guided situations | a. produce a variety of short, simple texts in guided situations |
| LC–2.3 interactive fluency | a. engage in simple, structured interactions | a. engage in simple interactions | a. engage in short, spontaneous exchanges, with pauses for planning and repair |

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-3 interpret and produce written texts

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| LC-3.1 written interpretation | a. understand simple words and phrases in guided situations | a. understand simple sentences in guided situations | a. understand a series of simple sentences in guided situations | a. understand short simple texts in guided situations |
| LC-3.2 written production | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple sentences in guided situations |
| LC-3.3 visual interpretation | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations |
| LC-3.4 representation | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations |

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-3 interpret and produce written texts

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 written interpretation | a. understand a variety of short, simple texts in guided situations | a. understand short, simple texts in guided and unguided situations | a. understand a variety of short, simple texts in guided and unguided situations |
| LC-3.2 written production | a. produce a series of simple sentences in guided situations | a. produce short, simple texts in guided situations | a. produce a variety of short, simple texts in guided situations |
| LC-3.3 visual interpretation | a. derive meaning from the visual elements of a variety of media in guided situations | a. derive meaning from the visual elements of a variety of media in guided and unguided situations | a. derive meaning from the visual elements of a variety of media in guided and unguided situations |
| LC-3.4 representation | a. express meaning through the use of visual elements in a variety of media in guided situations | a. express meaning through the use of visual elements in a variety of media in guided and unguided situations | a. express meaning through the use of visual elements in a variety of media in unguided situations |

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---|--|--|---|
| <i>Students will be able to:</i> | | | | |
| LC-4.1 register | a. speak at a volume appropriate to classroom situations | a. respond to tone of voice | a. distinguish between formal and informal situations | a. recognize that some topics, words or intonations are inappropriate in certain contexts |
| LC-4.2 idiomatic expressions | a. imitate age-appropriate idiomatic expressions | a. imitate age-appropriate idiomatic expressions | a. understand and use some simple idiomatic expressions as set phrases | a. understand and use a variety of simple idiomatic expressions as set phrases |
| LC-4.3 variations in language | a. experience a variety of voices; e.g., male and female, young and old | a. experience a variety of voices | a. acknowledge individual differences in speech | a. accept individual differences in speech |
| LC-4.4 social conventions | a. imitate simple, routine social interactions | a. use basic social expressions appropriate to the classroom | a. use basic politeness conventions | a. use appropriate oral forms of address for people frequently encountered |
| LC-4.5 nonverbal communication | a. imitate some common nonverbal behaviours used in Italian cultures | a. understand the meaning of and imitate some common nonverbal behaviours used in Italian cultures | a. experiment with using some simple nonverbal means of communication | a. recognize that some nonverbal behaviours may be inappropriate in certain contexts |

General Outcome for Language Competence
Students will use Italian effectively and competently.

LC-4 apply knowledge of the sociocultural context

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. experiment with formal and informal language in familiar situations | a. use formal and informal language in familiar situations | a. identify socially appropriate language in specific situations |
| LC-4.2 idiomatic expressions | a. use learned idiomatic expressions in new contexts | a. use learned idiomatic expressions to enhance communication | a. use learned idiomatic expressions correctly in new contexts |
| LC-4.3 variations in language | a. experience a variety of accents and variations in language | a. experience a variety of regional variations in language | a. recognize some common regional variations in language |
| LC-4.4 social conventions | a. recognize verbal behaviours that are considered impolite | a. recognize simple social conventions in informal conversation; e.g., turn taking | a. recognize important social conventions in everyday interactions; e.g., embracing, shaking hands |
| LC-4.5 nonverbal communication | a. recognize appropriate nonverbal behaviours for people frequently encountered; e.g., interpersonal space, physical contact | a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact | a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., interpersonal space, physical contact |

General Outcome for Language Competence

Students will use Italian **effectively** and **competently**.

LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

| | | | |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---|--|--|---|--|
| LC-5.1 cohesion/coherence | a. understand speech that uses simple link words; e.g., <i>perchè</i> , <i>poi</i> | a. imitate speech that uses simple link words; e.g., <i>e</i> | a. sequence elements of a simple story, process or series of events | a. link words or groups of words in simple ways; e.g., <i>ma</i> , <i>allora</i> |
| LC-5.2 text forms | a. experience a variety of oral text forms | a. recognize some simple oral text forms; e.g., formulaic openings and closings of stories | a. recognize simple oral text forms; e.g., verse and chorus of songs | a. recognize simple oral and written text forms; e.g., lists, letters, stories, songs |
| LC-5.3 patterns of social interaction | a. respond using very simple social interaction patterns; e.g., greeting–response | a. respond using simple social interaction patterns; e.g., question–answer | a. initiate simple social interaction patterns; e.g., question–answer | a. initiate interactions, and respond using simple social interaction patterns; e.g., request–acceptance/nonacceptance |

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-5.1 cohesion/coherence | a. link several sentences coherently; e.g., sequence | a. use common conventions to structure texts; e.g., titles, paragraphs | a. organize texts using common patterns; e.g., cause and effect, simple time sequencing b. interpret simple references within texts; e.g., pronouns, demonstratives |
| LC-5.2 text forms | a. recognize a variety of oral and written text forms; e.g., recipes, invitations, messages | a. use some simple text forms in their own productions; e.g., maps, graphs, questionnaires | a. recognize text forms delivered through a variety of media; e.g., videotaped instructions, reports with visual components |
| LC-5.3 patterns of social interaction | a. use simple conventions to open and close conversations and to manage turn taking | a. initiate interactions, and respond using a variety of social interaction patterns; e.g., statement-agreement, disagreement-reaction | a. initiate interactions, and respond using a variety of social interaction patterns; e.g., casual conversation with classmates |

Global Citizenship



historical and contemporary elements
of Italian-speaking cultures

affirming and valuing
diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens, through the
exploration of the cultures of the
Italian-speaking world.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Italian-speaking cultures,” there are strands for accessing/analyzing cultural knowledge, applying cultural knowledge, diversity within Italian-speaking cultures and valuing Italian-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the Italian-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Italian-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming and valuing diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-1 historical and contemporary elements of Italian-speaking cultures

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|--|---|---|---|
| <i>Students will be able to:</i> | | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. participate in activities and experiences that reflect elements of Italian cultures | a. ask questions, using their first language, about elements of Italian cultures experienced in class | a. make observations about Italian cultures; e.g., discuss Italian cultures as they are portrayed in texts and in the community | a. seek out information about Italian cultures from authentic sources; e.g., people |
| GC-1.2 applying cultural knowledge | a. recognize elements of Italian cultures in the classroom | a. recognize elements of Italian cultures in the classroom | a. identify elements of Italian cultures in the school | a. identify elements of Italian cultures in the community |
| GC-1.3 diversity within Italian-speaking cultures | a. experience diverse elements of Italian cultures | a. experience diverse elements of Italian cultures | a. identify some elements that reflect diversity within Italian cultures | a. identify some elements that reflect diversity within Italian cultures |
| GC-1.4 valuing Italian- speaking cultures | a. participate in Italian cultural activities and experiences | a. participate in Italian cultural activities and experiences | a. participate in Italian cultural activities and experiences | a. participate in Italian cultural activities and experiences |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-1 historical and contemporary elements of Italian-speaking cultures

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|--|---|---|
| <i>Students will be able to:</i> | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. make connections between elements of Italian cultures and similar elements from their own b. identify some things they have in common with people their own age who belong to an Italian culture | a. compare some elements of Italian cultures with their own b. explore some elements of Italian cultures; e.g., influence of the geography and climate on people's way of life | a. formulate questions about elements of Italian cultures; e.g., inquire about patterns of behaviour or interaction typical of people their own age b. explore some elements of Italian cultures; e.g., daily living of people their own age |
| GC-1.2 applying cultural knowledge | a. identify commonalities and differences between Italian cultures and their own | a. apply knowledge of Italian cultures to interpret similarities and differences between these cultures and their own | a. apply knowledge of Italian cultures to interpret cultural behaviour different from their own |
| GC-1.3 diversity within Italian-speaking cultures | a. identify commonalities and differences among diverse groups within Italian cultures | a. apply knowledge of Italian cultures to interpret similarities and differences among diverse groups within these cultures; e.g., contrast urban and rural ways of life | a. apply knowledge of Italian cultures in interactions with people and texts; e.g., discuss differences based on age and gender |
| GC-1.4 valuing Italian- speaking cultures | a. identify similarities between themselves and people of Italian cultures | a. express an interest in finding out about people their own age who speak Italian | a. express empathy for those whose cultural behaviour is different from their own |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–2 affirming and valuing diversity

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|--|--|---|---|
| <i>Students will be able to:</i> | | | | |
| GC–2.1 awareness of first language | a. distinguish between their first language and Italian; e.g., recognize different sounds | a. distinguish between their first language and Italian; e.g., recognize specific words | a. identify similarities between their first language and Italian; e.g., the alphabet | a. identify similarities between their first language and Italian learned; e.g., basic word order |
| GC–2.2 general language knowledge | a. explore the variety of languages spoken by their schoolmates and members of their community | a. identify similarities among words from different languages within their personal experience | a. identify differences and similarities among writing systems from different languages within their personal experience | a. describe ways that languages can be taught and learned; e.g., in natural settings (home, community), in institutions (schools) |
| GC–2.3 awareness of own culture | a. explore similarities between own culture and other cultures | a. explore similarities between own culture and other cultures | a. recognize similarities between own culture and other cultures | a. make connections between individuals or situations in texts and own personal experiences |
| GC–2.4 general cultural knowledge | a. participate in activities and experiences that reflect elements of different cultures | a. participate in activities and experiences that reflect elements of different cultures | a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community | a. recognize that speakers of the same language may come from different cultural backgrounds |
| GC–2.5 valuing diversity | a. work and play with others who are different | a. work and play with others who are different | a. work and play with others who are different | a. engage in activities that reflect different ways of doing things or different perspectives |
| GC–2.6 intercultural skills | a. adapt to new situations | a. adapt to new situations | a. listen with attention to the opinions of others | a. initiate and maintain new relationships; e.g., make a new classmate feel welcome |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-2 affirming and valuing diversity

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---------------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| GC-2.1 awareness of first language | a. identify similarities and differences between their first language and Italian; e.g., different spellings for similar words (cognates) | a. identify similarities and differences between their first language and Italian; e.g., different social conventions | a. compare oral and written aspects of their first language and Italian; e.g., grammar structures |
| GC-2.2 general language knowledge | a. recognize that in any language there are different words for the same thing | a. recognize that, within any linguistic group, individuals use language in personal ways; e.g., recognize that their grandparents use different words than their schoolmates | a. recognize that languages can be grouped into families based on common origins |
| GC-2.3 awareness of own culture | a. recognize similarities and differences between their own culture and other cultures; e.g., celebrations, foods, roles of family members | a. identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities | a. identify some influences on the development of own personal identity; e.g., cultural conditioning |
| GC-2.4 general cultural knowledge | a. recognize that culture is expressed through a variety of forms; e.g., stories, art forms, crafts | a. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate | a. recognize that within any culture there are important differences in the way people speak and behave |
| GC-2.5 valuing diversity | a. engage in activities that reflect different ways of doing things or other perspectives | a. identify the limitations of adopting a single perspective; e.g., discuss multiple perspectives on objects, persons, experiences or events | a. demonstrate curiosity and inquire about other languages and cultures |
| GC-2.6 intercultural skills | a. reflect on own actions and the consequences of own actions for others | a. explore how their perspective is shaped by a variety of factors; e.g., personal, group, environmental | a. explore representations of own culture as seen from the outside; e.g., discuss own culture as seen by members of another culture |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-3 personal and career opportunities

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|--|---|---|--|---|
| GC-3.1 Italian culture and language | a. suggest some reasons for learning Italian | a. suggest some reasons for learning Italian | a. suggest some reasons for learning Italian | a. identify some personal uses they have made of their knowledge of the Italian language and Italian-speaking culture |
| GC-3.2 cultural and linguistic diversity | a. suggest some reasons for learning an additional language | a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures | a. identify some reasons for participating in activities and experiences that reflect elements of different cultures | a. identify some personal uses they have made of their knowledge of different languages and cultures |

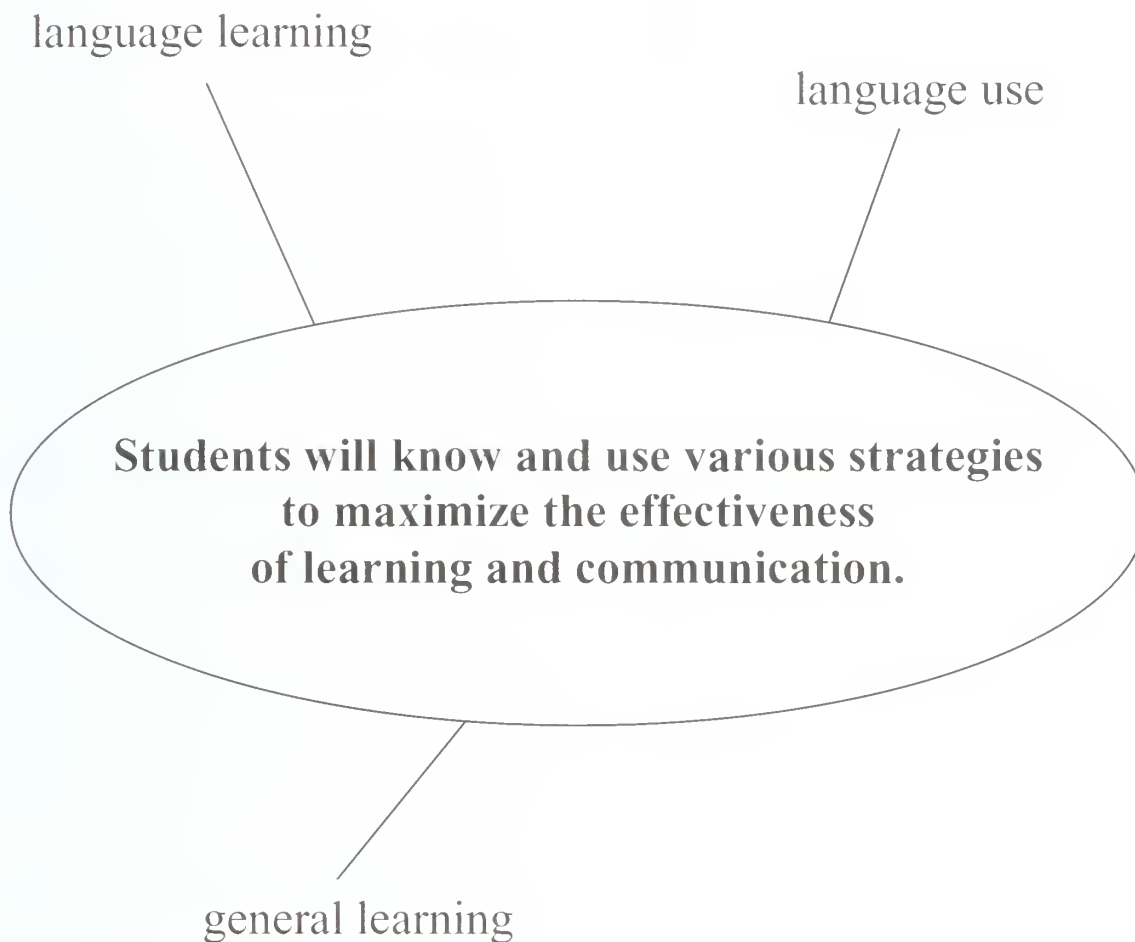
General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-3 personal and career opportunities

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--|---|--|---|
| <i>Students will be able to:</i> | | | |
| GC-3.1 Italian culture and language | a. identify some places that they could visit where Italian is spoken | a. identify some careers for which knowledge of Italian is useful | a. identify aspects of the history, literature, arts and crafts of Italian culture that are of personal interest |
| GC-3.2 cultural and linguistic diversity | a. identify some countries where there is significant linguistic and cultural diversity | a. identify some careers for which knowledge of different languages and cultures is useful | a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest |

Strategies



STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Italian and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Italian or in own language
- find information using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Italian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *scusi, mi dispiace, non ho capito*, raised eyebrows, blank look
- ask for clarification or repetition when something is not understood; e.g., *Che cosa vuoi dire?*, *Può ripetere, per favore?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni for attaccapanni*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- self-correct if errors lead to misunderstandings; e.g., *Quello che voglio dire è ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or read for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading

- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned

- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|----------------------------------|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| S-1.1 cognitive | a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively; perform actions to match words of a song, story or rhyme | a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns; imitate sounds and intonation patterns | a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud | a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., repeat words or phrases in the course of performing a language task |
| S-1.2 metacognitive | a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language | a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how you learn | a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher | a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task |
| S-1.3 social/affective | a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., initiate or maintain interaction with others | a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences | a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups | a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., understand that making mistakes is a natural part of language learning |

Further examples of language learning strategies are available on pages 44 and 45.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| S-1.1 cognitive | a. use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information; make personal dictionaries; experiment with various elements of the language | a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things vocabulary, structures with similar characteristics; identify similarities and differences between aspects of Italian and own language | a. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships; use previously acquired knowledge to facilitate a learning task |
| S-1.2 metacognitive | a. use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task; listen or read for key words | a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process; check copied writing for accuracy | a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input; evaluate own performance or comprehension at the end of a task |
| S-1.3 social/affective | a. use a variety of social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text | a. identify and use a variety of social and affective strategies to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment; experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers | a. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises |

Further examples of language learning strategies are available on pages 44 and 45.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|----------------------------------|--|--|--|---|
| <i>Students will be able to:</i> | | | | |
| S-2.1 interactive | a. use simple interactive strategies with guidance; e.g., use words from own first language to get meaning across; acknowledge being spoken to | a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally | a. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal clues to communicate | a. use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when something is not understood |
| S-2.2 interpretive | a. use simple interpretive strategies with guidance; e.g., use gestures, intonation and visual supports to aid comprehension | a. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension | a. use simple interpretive strategies with guidance; e.g., make connections between texts on the one hand and prior knowledge and personal experience on the other | a. use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening; use knowledge of the sound-symbol system to aid reading comprehension |
| S-2.3 productive | a. use simple productive strategies with guidance; e.g., mimic what the teacher says; use nonverbal means to communicate | a. use simple productive strategies with guidance; e.g., copy what others say or write; use words visible in the immediate environment | a. use simple productive strategies with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media | a. use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing own texts |

Further examples of language use strategies are available on pages 45 and 46.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

Grade 4 (Twelve-year Program)

Grade 5 (Twelve-year Program)

Grade 6 (Twelve-year Program)

Students will be able to:

| | | | |
|-----------------------|---|---|---|
| S-2.1 interactive | a. use a variety of interactive strategies, with guidance; e.g., assess feedback from a conversation partner to recognize when a message has not been understood | a. identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations | a. identify and use a variety of interactive strategies; e.g., start again, using a different tactic, when communication breaks down; use a simple word similar to the concept to convey, and invite correction |
| S-2.2 interpretive | a. use a variety of interpretive strategies, with guidance; e.g., listen selectively based on purpose; infer probable meaning of unknown words or expressions from contextual clues | a. identify and use a variety of interpretive strategies; e.g., listen or read for key words | a. identify and use a variety of interpretive strategies; e.g., make predictions about what is expected to be heard or read based on prior knowledge and personal experience |
| S-2.3 productive | a. use a variety of productive strategies, with guidance; e.g., use knowledge of sentence patterns to form new sentences | a. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage | a. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process |

Further examples of language use strategies are available on pages 45 and 46.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|----------------------------------|--|---|--|---|
| <i>Students will be able to:</i> | | | | |
| S-3.1 cognitive | a. use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes | a. use simple cognitive strategies to enhance general learning; e.g., use models | a. use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time | a. use simple cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks |
| S-3.2 metacognitive | a. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher | a. use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options | a. use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task | a. use simple metacognitive strategies to enhance general learning; e.g., discover how own efforts can affect learning |
| S-3.3 social/affective | a. use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them | a. use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn | a. use simple social and affective strategies to enhance general learning; e.g., seek help from others | a. use simple social and affective strategies to enhance general learning; e.g., be encouraged to try, even though mistakes might be made |

Further examples of general learning strategies are available on pages 46 and 47.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

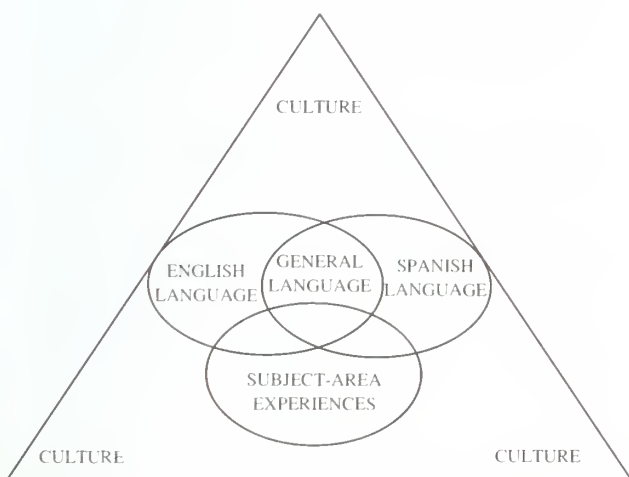
| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| S-3.1 cognitive | a. identify and use a variety of cognitive strategies to enhance general learning; e.g., connect what is already known with what is being learned | a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form— verbal, graphic or numerical— to assist with performance of a learning task | a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember |
| S-3.2 metacognitive | a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task | a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks | a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify own needs and interests |
| S-3.3 social/affective | a. identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks | a. identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment | a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes |

Further examples of general learning strategies are available on pages 46 and 47.

SPANISH LANGUAGE ARTS KINDERGARTEN TO GRADE 6

INTRODUCTION

Spanish language arts is an integral part of Spanish bilingual programming. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies reflects the breadth of Spanish bilingual programming by providing outcomes for learning language and for learning about culture. However, Spanish bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Spanish language arts and English language arts, Spanish bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



The achievement of the outcomes in the Spanish Language Arts Kindergarten to Grade 6 Program of Studies is not necessarily the sole responsibility of the Spanish language arts teacher. These outcomes may be achieved through a variety of bilingual programming experiences.

BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific heritage and international language is emphasized

- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner
- sensitivity to, respect for, and appreciation of, other cultures is promoted.

RATIONALE FOR SPANISH BILINGUAL PROGRAMMING AND SPANISH LANGUAGE ARTS

The Spanish language is important in Alberta and the world

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of Spanish bilingual programming for Alberta society as a whole is enormous, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta and Canada.

Spanish bilingual programming contributes to personal development

Spanish bilingual programming establishes an environment in which both English and Spanish are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

Spanish language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language.

Errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop and refine language proficiency.

Spanish bilingual language learning fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that Spanish bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in Spanish bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

Spanish bilingual language learning enhances all communication skills

The development of communication skills is essential in effective bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The

Spanish Language Arts Kindergarten to Grade 6 Program of Studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Spanish bilingual language learning develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. In the Spanish bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Spanish bilingual language learning promotes the acquisition of learning strategies

Spanish language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

Spanish bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely interwoven. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Spanish bilingual programming bring to their program a wide range of cultural backgrounds and experiences. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds,

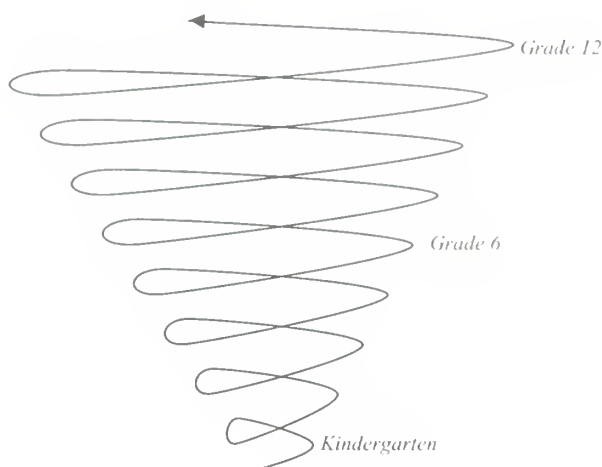
experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within Spanish-speaking communities around the world.

Spanish bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Spanish bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of students. The Spanish Language Arts Kindergarten to Grade 6 Program of Studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in Spanish bilingual programming.

A SPIRAL PROGRESSION

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the Spanish language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

The Spanish Language Arts Kindergarten to Grade 6 Program of Studies provides a progression of specific outcomes from Kindergarten to Grade 6. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Spanish upon entry into Kindergarten. Nevertheless, students with prior exposure to Spanish can equally be challenged within this program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

PROGRAM OVERVIEW

For ease of use, the Spanish Language Arts Kindergarten to Grade 6 Program of Studies is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

These sections are designed to overlap in many areas. It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language arts in a Spanish bilingual context encompasses both English language arts and Spanish language arts. Spanish language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Spanish language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Spanish.

The Specific Language Component provides the detailed linguistic elements of Spanish, descriptors of language competence for each grade, and outcomes to support sociolinguistic/ sociocultural and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need in order to use the Spanish language, the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be

developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the community and the cultures of the Spanish-speaking world.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Spanish Language Arts Kindergarten to Grade 6 learning sequence are expected to achieve.

Spanish bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Spanish Language Arts Kindergarten to Grade 6 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Culture

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over two consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, and Grade 4 to Grade 6.

For a clearer understanding of the context and intended developmental sequence, the document should be read vertically for specific outcomes expected by the end of each grade and horizontally for the developmental flow of outcomes from grade to grade.

Guide to Reading the Program of Studies

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

cluster heading
for specific
outcomes

4.1 *Generate and Focus*

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | | |
|--------------------------|---|---|--|
| <p>generate ideas</p> | 1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies |
| <p>choose text forms</p> | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes |
| <p>organize ideas</p> | 3. develop and arrange ideas in own oral, print and visual texts, using organizers | 3. develop and arrange ideas in own oral, print and visual texts, using a variety of organizers | 3. use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts |

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Spanish. The General Language Component provides the context and purpose for the development and use of the Spanish language.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English and Spanish language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in the Spanish language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|---|---|
| <i>Students will be able to:</i> | | | | |
| express ideas | 1. respond to a range of experiences | 1. express personal experiences and familiar events | 1. make and talk about personal observations | 1. describe and represent personal observations, experiences and feelings |
| consider others' ideas | 2. participate in a range of experiences, and represent these experiences | 2. listen to and acknowledge experiences and feelings shared by others | 2. ask for ideas and observations of others to help discover and explore personal understanding | 2. consider ideas and observations of others to discover and explore personal understanding |
| experiment with language | 3. use a variety of forms to explore and share familiar events, ideas and information | 3. use a variety of forms to explore and share familiar events, ideas and information | 3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information | 3. experiment with language to express feelings and talk about significant experiences and events |
| express preferences | 4. respond to an oral, print, visual or multimedia text | 4. express preferences for a variety of oral, print, visual and multimedia texts | 4. collect and share favourite oral, print, visual and multimedia texts | 4. explain why an oral, print, visual or multimedia text is a personal favourite |
| set goals | 5. participate in teacher-led group activities; and demonstrate reading, writing and representing behaviours | 5. participate in reading, writing and representing activities | 5. choose to speak, read, write and represent | 5. develop a sense of self as a reader, writer and illustrator |

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| express ideas | 1. describe and reflect upon personal observations and experiences to reach tentative conclusions | 1. use personal experiences as a basis for exploring and expressing opinions and understanding | 1. use exploratory language to discover individual interpretations and share personal responses |
| consider others' ideas | 2. explore connections among a variety of thoughts, ideas and responses | 2. seek viewpoints of others to build on personal responses and understanding | 2. select from ideas and observations of others to develop thinking and understanding |
| experiment with language | 3. explore and experiment with a variety of forms of expression for particular personal purposes | 3. explore and experiment with a variety of forms of expression for particular personal purposes | 3. explore and experiment with a variety of forms of expression for particular personal purposes |
| express preferences | 4. identify and explain preferences for particular forms of oral, print, visual and multimedia texts | 4. review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms | 4. assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms |
| set goals | 5. identify areas of personal accomplishment in language learning and use | 5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use | 5. assess personal language use; and set personal goals to enhance language learning and use |

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| develop understanding | 1. recognize connections between new experiences and prior knowledge | 1. connect new experiences and information with prior knowledge | 1. connect new information, ideas and experiences with prior knowledge and experiences | 1. examine how new experiences, ideas and information connect with prior knowledge and experiences |
| explain opinions | 2. explore new experiences and ideas | 2. express new experiences and ideas | 2. describe new experiences and understanding | 2. explain understanding of new concepts |
| combine ideas | 3. group ideas and information to make sense | 3. group and sort ideas and information to make sense | 3. arrange ideas and information to make sense | 3. arrange ideas and information in more than one way to make sense for self and others |
| extend understanding | 4. wonder about new ideas and observations | 4. demonstrate curiosity about ideas and observations to make sense of experiences | 4. ask basic questions to make sense of ideas and experiences | 4. reflect on ideas and experiences to clarify and extend understanding |

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| develop understanding | 1. connect new information and experiences with prior knowledge to construct meaning in different contexts | 1. reflect on prior knowledge and experiences to arrive at new understanding | 1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts |
| explain opinions | 2. express new concepts and understanding in own words | 2. explain personal viewpoints | 2. explain and support personal viewpoints, and revise previous understanding |
| combine ideas | 3. organize ideas and information in ways that clarify and shape understanding | 3. experiment with arranging ideas and information in a variety of ways to clarify understanding | 3. search for ways to reorganize ideas and information to extend understanding |
| extend understanding | 4. ask basic questions to clarify information and develop new understanding | 4. ask questions to clarify information and develop new understanding | 4. ask a variety of questions to clarify information and develop new understanding |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| prior knowledge | 1. make connections among oral language, texts and personal experiences | 1. make connections among texts, prior knowledge and personal experiences | 1. make connections among texts, prior knowledge and personal experiences | 1. make connections among texts, prior knowledge and personal experiences |
| comprehension strategies | 2. recognize and anticipate meaning from familiar print, symbols and images | 2. ask questions to anticipate meaning, and revise understanding based on further information | 2. anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding | 2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and reread to check meaning |
| textual cues | 3. recognize environmental print, symbols and images in context; and recognize own name and personally familiar words | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning |
| cueing systems | 4. recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas | 4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm meaning | 4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context | 4. use morphological, syntactic, semantic, graphophonic and phonological cues to construct and confirm word meaning in context |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

| | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|--|--|--|
| | <i>Students will be able to:</i> | | |
| prior knowledge | 1. make and record connections among personal experiences, prior knowledge and a variety of texts | 1. make and record connections among personal experiences, prior knowledge and a variety of texts | 1. make and record connections among personal experiences, prior knowledge and a variety of texts |
| comprehension strategies | 2. confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading | 2. use a variety of comprehension strategies to confirm understanding and self-correct | 2. use comprehension strategies appropriate to the type of text and purpose |
| textual cues | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning | 3. use textual cues to construct and confirm meaning |
| cueing systems | 4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context | 4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context | 4. use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| experience various texts | 1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions | 1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions | 1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions | 1. participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions |
| connect self, texts and culture | 2. share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts | 2. share personal experiences related to oral, print, visual and multimedia texts; and identify the actions of people in texts | 2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts | 2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts |
| appreciate the artistry of texts | 3. share feelings evoked by oral, print, visual and multimedia texts | 3. share feelings and moods evoked by oral, print, visual and multimedia texts | 3. identify and express the feelings of people in oral, print, visual and multimedia texts | 3. identify words that form mental images and create mood in oral, print, visual and multimedia texts |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|---|
| | <i>Students will be able to:</i> | | |
| experience various texts | 1. experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs | 1. experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers; and share responses | 1. experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels; and explain preferences for particular types of oral, literary and media texts |
| connect self, texts and culture | 2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts | 2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts | 2. compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts |
| appreciate the artistry of texts | 3. identify mood evoked by oral, print, visual and multimedia texts | 3. identify descriptive and figurative language in oral, print, visual and multimedia texts | 3. identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places and actions |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|---|
| <i>Students will be able to:</i> | | | | |
| forms and genres | 1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts | 1. recognize different oral, print, visual and multimedia forms and texts | 1. recognize that information and ideas can be expressed in a variety of forms and texts | 1. recognize the distinguishing features of a variety of forms and texts |
| techniques and elements | 2. develop a sense of story through listening, reading and viewing experiences | 2. represent the beginning, middle and end of oral, print, visual and multimedia texts | 2. relate the beginning, middle and end of oral, print, visual and multimedia texts | 2. identify the sequence of events in oral, print, visual and multimedia texts, the time and place in which they occur, and the roles of main characters |
| vocabulary | 3. demonstrate curiosity about and experiment with sounds, letters, words and word patterns | 3. experiment with parts of words, word combinations and word patterns | 3. explore commonalities in word families to increase vocabulary | 3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts |
| experiment with language | 4. appreciate the sounds, intonations and rhythms of language | 4. appreciate repetition, rhyme and rhythm in shared language experiences | 4. demonstrate interest in the sounds of words, word combinations and phrases in oral, print, visual and multimedia presentations | 4. identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts |
| create original texts | 5. create original oral and visual texts | 5. create original texts to communicate and demonstrate understanding of basic forms | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques |

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| forms and genres | 1. distinguish similarities and differences between various oral, print, visual and multimedia forms and texts | 1. understand and use a variety of oral, print, visual and multimedia forms and texts | 1. recognize key characteristics of various oral, print, visual and multimedia genres |
| techniques and elements | 2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts; and identify how texts may influence people | 2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts | 2. examine key elements and techniques in oral, print, visual and multimedia texts |
| vocabulary | 3. build knowledge of word patterns and relationships | 3. expand knowledge of words and word relationships, using a variety of sources | 3. identify how and why word structures and meaning change; and use accurate word meaning according to context |
| experiment with language | 4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour | 4. recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour | 4. experiment with words and sentence patterns to create word pictures |
| create original texts | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques | 5. create original texts to communicate and demonstrate understanding of forms and techniques |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| use personal knowledge | 1. demonstrate personal knowledge of a topic | 1. contribute personal knowledge of a topic to gather information | 1. record and share personal knowledge of a topic to identify information needs | 1. identify and categorize personal knowledge of a topic to determine information needs |
| ask questions | 2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context | 2. ask basic questions to satisfy personal curiosity and information needs | 2. ask questions to understand a topic, and identify information needs | 2. ask topic-appropriate questions, and identify and communicate information needs |
| participate in group inquiry | 3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context | 3. ask and answer basic questions to help satisfy group curiosity and information needs on a specific topic | 3. contribute relevant information and questions to assist in group understanding of a topic or task | 3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task |
| create and follow a plan | 4. listen to and follow simple directions in the classroom context | 4. listen actively and follow directions for gathering information and ideas | 4. recall and follow directions for accessing and gathering information | 4. recall and follow a sequential plan for accessing and gathering information |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| use personal knowledge | 1. categorize personal knowledge of a topic to determine information needs | 1. summarize personal knowledge of a topic in categories to determine information needs | 1. summarize and focus personal knowledge of a topic to determine information needs |
| ask questions | 2. ask general and specific questions on topics, using predetermined categories | 2. formulate general and specific questions to identify information needs | 2. formulate relevant questions to focus information needs |
| participate in group inquiry | 3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research | 3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research | 3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research |
| create and follow a plan | 4. select and use a plan for gathering information | 4. gather and record information and ideas using a plan | 4. create and follow a plan to collect and record information |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--------------------------------------|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| identify personal and peer knowledge | 1. identify self and others as sources of information | 1. identify and share basic personal knowledge related to experiences | 1. participate in group discussion to generate information on a topic and to identify sources of additional information | 1. record and share personal knowledge of a topic |
| identify sources | 2. seek information from others in the classroom context | 2. seek information from a variety of sources | 2. answer questions, using oral, print, visual and multimedia information sources | 2. access information to answer questions, using a variety of sources |
| evaluate sources | 3. recognize when information answers the questions asked | 3. recognize when information answers the questions asked | 3. compare gathered ideas and information with personal knowledge | 3. match information to inquiry or research needs |
| access information | 4. use visual and auditory cues to understand ideas and information | 4. understand that library materials have a specific organizational system, and use visual and auditory cues to construct meaning | 4. use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to construct meaning | 4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas |
| make sense of information | 5. use prior knowledge to make sense of information | 5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features to understand information | 5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features | 5. determine the main ideas in information, using prior knowledge, predictions, connections and inferences |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 *Select and Process*

| | Grade 4 | Grade 5 | Grade 6 |
|--------------------------------------|--|--|---|
| | <i>Students will be able to:</i> | | |
| identify personal and peer knowledge | 1. record, select and share personal knowledge of a topic to focus inquiry or research | 1. record, select and share personal knowledge of a topic to focus inquiry or research | 1. record personal knowledge of a topic and collaborate to generate information for inquiry or research |
| identify sources | 2. answer inquiry or research questions, using a variety of information sources | 2. answer inquiry or research questions, using a variety of information sources | 2. answer inquiry or research questions, using a variety of information sources |
| evaluate sources | 3. review information to determine its usefulness to inquiry or research needs | 3. review information to determine its usefulness to inquiry or research needs | 3. review information to determine its usefulness to inquiry or research needs |
| access information | 4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas | 4. use a variety of tools to access information and ideas; and use visual and auditory cues to identify important information | 4. use a variety of tools to access information and ideas; and use visual and auditory cues to gather important information |
| make sense of information | 5. determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues | 5. recognize organizational patterns of oral, print, visual and multimedia text; and skim, scan and listen for key words and phrases | 5. use organizational patterns of oral, print, visual and multimedia text to construct meaning; and skim, scan and read closely to gather information |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize, Record and Assess

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|--|---|
| <i>Students will be able to:</i> | | | | |
| organize information | 1. categorize objects and visuals according to similarities and differences | 1. identify and categorize information according to similarities, differences and sequences | 1. categorize related information and ideas, using a variety of strategies | 1. organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing |
| record information | 2. represent and share information and ideas | 2. represent and express key facts and ideas in visual form or with words | 2. record key facts and ideas in own words, and identify titles and writers of sources | 2. record facts and ideas, using a variety of strategies, and list authors and titles of sources |
| evaluate information | 3. share information gathered on a specific topic | 3. use gathered information as a basis for communication | 3. examine gathered information to decide what information to share or omit | 3. determine whether collected information is sufficient or inadequate for the established purpose |
| develop new understanding | 4. participate in information-gathering experiences | 4. recall, share and record information-gathering experiences in visual or print form | 4. recall, share, discuss and record information-gathering experiences | 4. use gathered information and questions to review and add to knowledge |

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 *Organize, Record and Assess*

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| organize information | 1. organize information and ideas in logical sequences, using a variety of strategies | 1. organize information and ideas into categories, using a variety of strategies | 1. organize information and ideas, using a variety of strategies and techniques |
| record information | 2. record facts and ideas, using a variety of strategies; and list authors and titles of sources | 2. make notes of key words, phrases and images by subtopics; and cite authors and titles of sources appropriately | 2. record information in own words, cite authors and titles appropriately, and provide publication dates of sources |
| evaluate information | 3. examine collected information to identify categories or aspects of a topic that need more information | 3. recognize gaps in the information gathered, and locate additional information needed | 3. recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose |
| develop new understanding | 4. use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content | 4. determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills | 4. assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| generate ideas | 1. share or represent ideas from personal experiences | 1. contribute ideas from personal experiences for oral, print and visual texts | 1. generate and contribute ideas on particular topics for oral, print and visual texts | 1. generate and contribute ideas on particular topics for oral, print and visual texts |
| choose text forms | 2. participate in shared oral, print, visual and multimedia experiences | 2. share ideas and experiences, using simple text forms in the classroom context | 2. share ideas and experiences, using various text forms for particular audiences | 2. use a variety of text forms for particular audiences and purposes |
| organize ideas | 3. recognize that ideas expressed in oral language can be represented and recorded | 3. organize visuals and familiar print to express ideas and tell stories | 3. organize visuals and print to express ideas and tell stories | 3. order ideas to create a beginning, middle and end in own oral, print and visual texts |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| generate ideas | 1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies | 1. focus a topic for oral, print and visual texts, using a variety of strategies |
| choose text forms | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes | 2. use a variety of text forms for particular audiences and purposes |
| organize ideas | 3. develop and arrange ideas in own oral, print and visual texts, using organizers | 3. develop and arrange ideas in own oral, print and visual texts, using a variety of organizers | 3. use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|---|
| <i>Students will be able to:</i> | | | | |
| appreciate own and others' work | 1. participate in the sharing of own creations and those of others | 1. talk about own creations and those of others, using basic, common expressions | 1. talk about own creations and those of others, using common expressions | 1. share own stories and creations with peers, and respond to questions or comments |
| revise content | 2. express lack of understanding | 2. ask basic questions to clarify meaning | 2. retell to clarify ideas | 2. revise own ideas to accommodate new ideas and information |
| enhance legibility | 3. trace and copy letters, and recognize letter keys on the keyboard | 3. form recognizable letters, and use letters and basic keys on the keyboard | 3. strive for consistency in letter size and shape, print letters in the correct direction, and explore and use the keyboard to produce text | 3. print, write or type letters legibly, developing a personal style; and space words appropriately |
| enhance artistry | 4. use familiar words to describe ideas | 4. use familiar words or simple sentences to describe ideas | 4. experiment with words and sentence patterns, with support | 4. experiment with words and simple sentence patterns |
| enhance presentations | 5. use visuals to express ideas, feelings and information | 5. use familiar words with visuals to express ideas, feelings and information | 5. combine illustrations and simple written texts to express ideas, feelings and information | 5. use print and nonprint aids to illustrate ideas and information in oral, print and visual texts |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------------------|--|--|--|
| | <i>Students will be able to:</i> | | |
| appreciate own and others' work | 1. share own stories and creations in various ways; and obtain feedback from others | 1. share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria | 1. share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria |
| revise content | 2. revise to focus on main ideas and relevant information | 2. revise to create an interesting impression and check for sequence of ideas | 2. revise for content, organization and clarity |
| enhance legibility | 3. write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising | 3. write legibly, and use word processing when composing and revising | 3. write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate |
| enhance artistry | 4. select from a range of word choices; and use simple sentence patterns to communicate ideas and information | 4. choose descriptive language and sentence patterns to clarify and enhance ideas | 4. choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas |
| enhance presentations | 5. add interest to presentations through the use of props, such as pictures, media presentations and artifacts | 5. use effective openings and closings that attract and sustain reader or audience interest | 5. emphasize key ideas and information to enhance audience understanding and enjoyment |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| grammar and usage | 1. check for complete sentences, with guidance | 1. check for complete sentences; and make sentences complete, with guidance | 1. check for complete sentences, and make sentences complete | 1. edit a text to ensure it includes complete sentences |
| spelling | 2. connect sounds with letters | 2. spell familiar words | 2. spell familiar words, using basic strategies and resources | 2. spell familiar words, using a variety of strategies and resources |
| capitalization and punctuation | 3. recognize some basic writing conventions | 3. use basic writing conventions | 3. use basic writing conventions when editing and proofreading | 3. use basic writing conventions when editing and proofreading |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

| | Grade 4 | Grade 5 | Grade 6 |
|--------------------------------|---|---|---|
| | <i>Students will be able to:</i> | | |
| grammar and usage | 1. edit for complete sentences and to eliminate unnecessary repetition of words | 1. identify and eliminate sentence fragments | 1. identify and eliminate sentence fragments and run-on sentences |
| spelling | 2. recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading | 2. understand spelling conventions, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness | 2. apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of common exceptions |
| capitalization and punctuation | 3. use basic writing conventions correctly when editing and proofreading | 3. use writing conventions, and apply these conventions when editing and proofreading | 3. apply writing conventions when editing and proofreading |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| share ideas and information | 1. use illustrations and other materials to share information and ideas | 1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation | 1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions | 1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions |
| effective oral and visual communication | 2. express and represent ideas through various media and forms | 2. share information and ideas with a group through various media and forms | 2. present information and ideas through various media and forms | 2. present information and ideas using appropriate media and forms |
| attentive listening and viewing | 3. demonstrate active listening and viewing behaviours | 3. demonstrate active listening and viewing behaviours | 3. demonstrate attentive audience behaviours | 3. demonstrate appropriate audience behaviours |

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 *Present and Share*

| | Grade 4 | Grade 5 | Grade 6 |
|--|--|---|--|
| share ideas and information | <i>Students will be able to:</i> | | |
| | 1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation | 1. prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience | 1. prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience |
| | 2. describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues | 2. use gestures and facial expressions to enhance oral presentations; and use emphasis and appropriate pacing, and arrange presentation space to focus audience attention | 2. use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication |
| effective oral and visual communication | 3. demonstrate appropriate audience behaviours | 3. show respect for the presenter through active listening and viewing behaviours | 3. demonstrate critical listening and viewing behaviours, and show respect for the presenter |
| attentive listening and viewing | | | |

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|------------------------------------|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| share and compare responses | 1. represent and draw stories about self and family | 1. tell and draw about self and family | 1. tell, draw and write about self, family and community | 1. record ideas and experiences, and share them with others |
| relate texts to culture | 2. listen actively to stories, and demonstrate curiosity | 2. listen actively to stories in oral, print, visual and multimedia texts from various communities | 2. explore similarities among stories in oral, print, visual and multimedia texts from various communities | 2. examine ideas within stories in oral, print, visual and multimedia texts from various communities |
| appreciate diversity through texts | 3. connect aspects of stories to personal feelings and experiences | 3. connect aspects of stories and characters to personal feelings and experiences | 3. connect aspects of stories and characters to personal feelings and experiences | 3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences |
| celebrate special occasions | 4. contribute to group stories, using rhymes, rhythms, symbols, pictures and drama, to create and celebrate special individual, class and community occasions | 4. share ideas and experiences through such things as conversation, puppet plays, dramatic scenes and songs, to celebrate special individual, class and community occasions | 4. participate in shared language experiences to celebrate special individual, class and community occasions | 4. acknowledge and celebrate special individual, class and community occasions |

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 *Develop and Celebrate Community*

| | Grade 4 | Grade 5 | Grade 6 |
|------------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| share and compare responses | 1. understand relationships between own ideas and experiences and those of others | 1. acknowledge differing responses to common experiences | 1. compare personal ways of responding and thinking with those of others |
| relate texts to culture | 2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities | 2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities | 2. explore cultural representations in oral, print, visual and multimedia texts from various communities |
| appreciate diversity through texts | 3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences | 3. connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences | 3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences |
| celebrate special occasions | 4. use language appropriate in tone and form when participating in special classroom, school and community occasions | 4. select and use language appropriate in tone and form to recognize and honour people and events | 4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school |

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage, Support and Work with Others

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|---|---|
| <i>Students will be able to:</i> | | | | |
| cooperate with others | 1. participate in group activities | 1. work in partnerships and groups | 1. cooperate in small groups | 1. cooperate in a variety of partnership and group structures |
| work in groups | 2. demonstrate attentiveness in group activities | 2. take turns sharing information and ideas | 2. contribute related ideas and information in whole-class and small-group activities | 2. ask others for their ideas, and express interest in their contributions |
| use language to show respect | 3. recognize variations in language use in a school context | 3. recognize that individuals adjust language use for different situations | 3. adjust own language use for different situations | 3. show consideration for those whose ideas, abilities and language use differ from own |
| evaluate group process | 4. help others and ask others for help | 4. find ways to be helpful to others | 4. acknowledge achievements of others | 4. recognize how class members help each other |

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

| | Grade 4 | Grade 5 | Grade 6 |
|------------------------------|---|--|--|
| | <i>Students will be able to:</i> | | |
| cooperate with others | 1. appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly | 1. distinguish between on-task and off-task ideas and behaviours in a group | 1. assist group members to maintain focus and complete tasks |
| work in groups | 2. take roles and share responsibilities as a group member | 2. assume the responsibilities for various group roles | 2. select and assume roles to assist in the achievement of group goals |
| use language to show respect | 3. appreciate variations in language use in a variety of contexts in the immediate community | 3. demonstrate sensitivity to appropriate language use when communicating orally | 3. demonstrate sensitivity to appropriate language use and tone when communicating orally |
| evaluate group process | 4. show appreciation and offer constructive feedback to peers, and seek support from group members | 4. assess group process, using checklists; and determine areas for development | 4. assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists |

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Spanish language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociolinguistic/sociocultural competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of

strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Sample List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Spanish language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in English
- find information using reference materials like dictionaries, textbooks and grammars

- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates and false cognates

Metacognitive

- check copied writing for accuracy
- make choices related to how you learn best
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors

- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures

- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ask for clarification or repetition when the message has not been understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., partner may shrug shoulders
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*
- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- invite others into the discussion; e.g., *¿no?, ¿verdad?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto?, ¿se dice así?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno, de hecho ..., pues ..., entonces ...*
- use circumlocution to compensate for lack of vocabulary; e.g., *La máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que .../Es decir que ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?, ¿Está claro?, ¿Me comprende?*
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension

- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize and prioritize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of

text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- proofread and edit final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.


General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|--|---|
| <i>Students will be able to:</i> | | | | |
| sound-symbol system | 1. listen to, identify and begin to produce basic Spanish sounds; and connect some sounds to specific letters | 1. listen to, identify and produce basic Spanish sounds; and connect sounds to the appropriate letters | 1. use, in modelled oral and written situations, all elements of the sound-symbol system | 1. use, in structured oral and written situations, all elements of the sound-symbol system |
| lexicon | 2. repeat and recognize basic vocabulary and expressions used in the immediate environment | 2. use simple vocabulary and expressions in daily situations | 2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment | 2. use vocabulary and expressions appropriately in various situations in the classroom and school environment |
| grammatical elements | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) | 3. (see following pages) |
| |  | | | |
| mechanical features | 4. imitate simple, basic mechanical features, such as capitalization in own name and texts | 4. imitate and experiment with basic mechanical features, such as periods, exclamation marks and question marks | 4. experiment with and use basic mechanical features, such as exclamation marks, capital letters, periods, question marks and commas | 4. use basic mechanical features, such as capital letters, exclamation marks, commas and quotation marks |
| discourse features | 5. imitate simple, basic discourse features in oral interactions in the classroom | 5. imitate and experiment with basic discourse features in oral interactions in the classroom | 5. experiment with and use basic discourse features in oral, print and visual texts | 5. use basic discourse features in oral, print and visual texts |

6.1 Linguistic Elements (continued)

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------|---|---|---|---|
| Grammatical Elements | <i>Students will be able to:</i> | | | |
| | a. use, in modelled situations, ¹ the following grammatical elements: | | | |
| | <ul style="list-style-type: none"> – verbs (all persons): <ul style="list-style-type: none"> • ser/estar • tener/llamarse • poder/querer/ir • hacer • <i>other commonly used verbs</i> (e.g., comer, hablar, mirar) • me/te/le gusta/gustan – subject pronouns (1st, 2nd and 3rd person): <i>yo/tú/él/ella/usted</i> – possessive adjectives (1st person singular and plural): <i>mi, mis</i> | <ul style="list-style-type: none"> – verbs (all persons): <ul style="list-style-type: none"> • ser/estar • tener/llamarse • poder/querer/ir • hacer • <i>other commonly used verbs</i> (e.g., comer, hablar, mirar) • me/te/le gusta/gustan • hay – subject pronouns (all persons) – possessive adjectives (1st person singular and plural): <i>mi, mis</i> – question words: <i>qué/cómo/dónde/por qué</i> – affirmative, interrogative and negative sentences – articles | <ul style="list-style-type: none"> – gender and number of nouns – agreement with adjectives – demonstratives: <ul style="list-style-type: none"> • <i>adjectives:</i> <i>este/esta/estos/estas</i> • <i>pronouns:</i> <i>éste/ésta/éstos/éstas</i> – noun and verb agreement – possessive adjectives: <i>mi, mis, tu, tus, su, sus, nuestros</i> – verbs—present tense of most frequent verbs <i>ar/er/ir nos/os/les gusta/gustan</i> – comparative and superlative degrees of adjectives – question words: <i>quién, cuánto, cuál</i> (all forms) | <ul style="list-style-type: none"> – possessive pronouns: <i>mío, tuyo</i> – present progressive: <i>estar+gerund</i> – preterite – imperative mood for commonly used verbs – reflexive verbs of frequent use: <i>lavarse, peinarse</i> – near future tense: <i>ir a + infinitive</i> – diminutives – superlatives in <i>-ísimo</i> |

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

| Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|---|--|---------|
| <p><i>Students will be able to:</i></p> <p>b. use, in structured situations,² the following grammatical elements:</p> | | | |
| <ul style="list-style-type: none"> – verbs (all persons): <ul style="list-style-type: none"> • ser/estar • tener/llamarse • poder/querer/ir • hacer • <i>other commonly used verbs (e.g., comer, hablar, mirar)</i> • me/te/le gusta/gustan • hay – subject pronouns (1st, 2nd and 3rd person): <i>yo/tú/él/ella/usted</i> – possessive adjectives (1st person singular and plural): <i>mi, mis</i> | <ul style="list-style-type: none"> – verbs (all persons): <ul style="list-style-type: none"> • ser/estar • tener/llamarse • poder/querer/ir • hacer • <i>other commonly used verbs (e.g., comer, hablar, mirar)</i> • me/te/le gusta/gustan • hay – subject pronouns (all persons) – possessive adjectives (1st person singular and plural): <i>mi, mis</i> – question words: <i>qué/cómo/dónde/por qué</i> – affirmative, interrogative and negative sentences – articles | <ul style="list-style-type: none"> – verbs (all persons): <ul style="list-style-type: none"> • ser/estar • tener/llamarse • poder/querer/ir • hacer • <i>other commonly used verbs (e.g., comer, hablar, mirar)</i> • me/te/le gusta/gustan • nos/os/les gusta/gustan • hay – gender and number of nouns – agreement with adjectives – demonstratives: <ul style="list-style-type: none"> • <i>adjectives:</i> <i>este/esta/estos/estas</i> • <i>pronouns:</i> <i>éste/ésta/éstos/éstas</i> – noun and verb agreement – possessive adjectives: <i>mis, tu, tus, su, sus, nuestros</i> – verbs—present tense of most frequent verbs <i>ar/er/ir</i> – comparative and superlative degrees of adjectives – question words: <i>quién, cuánto, cuál</i> (all forms) | |

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------|--|--|---|---------|
| Grammatical Elements | Students will be able to: | | | |
| | c. use, independently and consistently, ³ the following grammatical elements: --- | | | |
| | | <ul style="list-style-type: none"> – subject pronouns (1st, 2nd and 3rd person): <i>yo/tú/ella/usted</i> | <ul style="list-style-type: none"> – subject pronouns (all persons) – possessive adjectives (1st person singular and plural): <i>mi, mis</i> – question words: <i>qué cómo/dónde/por qué</i> – affirmative, interrogative and negative sentences – articles | |

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

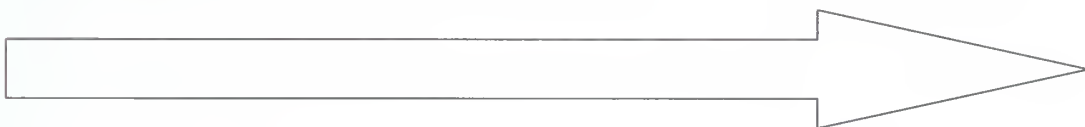
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| sound-symbol system | 1. consistently use, in structured situations, all elements of the sound-symbol system | 1. use, independently, in oral and written situations, all elements of the sound-symbol system | 1. consistently and independently use all elements of the sound-symbol system |
| lexicon | 2. experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts | 2. use vocabulary and expressions appropriately in classroom, school and community contexts | 2. recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea |
| grammatical elements | 3. (see following page) | 3. (see following page) | 3. (see following page) |
| mechanical features | 4. use basic mechanical features correctly, and explore their use for effect | 4. use basic mechanical features correctly, and apply these features for effect | 4. use basic mechanical features correctly and for effect, including colons, ellipses and parentheses |
| discourse features | 5. use basic discourse features in oral, print and visual texts, and explore their use for effect | 5. use basic discourse features in oral, print and visual texts, and apply these features for effect | 5. use basic discourse features in oral, print and visual texts, and apply these features independently for effect |



6.1 Linguistic Elements (continued)

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------|---|---|--|
| Grammatical Elements | <i>Students will be able to:</i> | | |
| | a. use, in modelled situations, ⁴ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – commands – negative form – prepositions – imperfect – object pronouns – indirect: <i>me, te, le, nos, os, les</i> – object of prepositions: <i>mí, ti, él, ella, usted ...</i> | <ul style="list-style-type: none"> – object pronouns – direct: <i>me, te, le, la, lo ...</i> – reflexive verbs – adverbs – manner, place, time, frequency and ending in <i>-mente</i> | <ul style="list-style-type: none"> – impersonal “<i>se</i>” – relative clauses – subordinate clauses with the verb in indicative or infinitive – simple future – double object pronouns—direct and indirect |
| | b. use, in structured situations, ⁵ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> – agreement with adjectives – demonstrative: <ul style="list-style-type: none"> • adjectives <i>este/esta/estos/estas ...</i> • pronouns <i>éste/ésta/éstos/éstas ...</i> – noun and verb agreement – present tense of most frequent verbs: <i>-ar/-er/-ir</i> <i>nos/os/les gusta/n</i> – comparative and superlative – possessive pronouns: <i>mío, tuyo...</i> – present progressive: <i>estar + gerund</i> – preterite – commands for commonly used verbs – reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> – near future: <i>ir a + infinitive</i> – diminutive – superlative <i>-ísimo</i> | <ul style="list-style-type: none"> – preterite – commands for commonly used verbs – commands—negative form – prepositions – imperfect – object pronouns—indirect: <i>me, te, le, nos, os, les, se</i> – object of prepositions: <i>mí, ti, él, ella, usted ...</i> | <ul style="list-style-type: none"> – commands—negative form – prepositions – imperfect – object pronouns—indirect: <i>me, te, le, nos, os, les</i> – object of prepositions: <i>mí, ti, él, ella, usted ...</i> – object pronouns—direct: <i>me, te, le, la, lo ...</i> – reflexive verbs – adverbs—manner, place, time, frequency and ending in <i>-mente</i> |

(continued)

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

| Grammatical Elements | Grade 4 | Grade 5 | Grade 6 |
|----------------------|---|---|---|
| | <p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,⁶ the following grammatical elements:</p> | | |
| | <ul style="list-style-type: none"> – verbs—all persons: <ul style="list-style-type: none"> • <i>ser/estar</i> • <i>tener/llamarse</i> • <i>poder/querer/ir</i> • <i>hacer</i> – commonly used verbs: <ul style="list-style-type: none"> • <i>comer, hablar, mirar, etc.</i> • <i>me/te/le gusta/an</i> • <i>hay</i> – gender and number of nouns – demonstrative adjectives – noun and verb agreement – possessive adjectives: <i>mís, tu, tus, su, sus, nuestros...</i> – question words: <i>quién, cuánto, cuál</i> (all forms) | <ul style="list-style-type: none"> – agreement with adjectives – demonstrative: <ul style="list-style-type: none"> • adjectives <i>este/esta/estos/estas ...</i> • pronouns <i>este/esta/éstos/ésta ...</i> – noun and verb agreement – present tense of most frequent verbs: <i>ar/er/ir</i> <i>nos/os/les gusta/n</i> – comparative and superlative – possessive pronouns: <i>mío, tuyo ...</i> – present progressive: <i>estar + gerund</i> – reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> – near future: <i>ir a + infinitive</i> – diminutive – superlative <i>-ísimo</i> | <ul style="list-style-type: none"> – preterite – commands for commonly used verbs |

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|--|--|
| <i>Students will be able to:</i> | | | | |
| listening | 1. listen and respond to basic phrases in the classroom environment | 1. listen to and understand simple oral sentences in the classroom environment | 1. listen to and understand simple oral sentences in a variety of familiar contexts | 1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations |
| speaking | 2. repeat and produce simple oral phrases in the classroom environment | 2. produce, orally, simple sentences in a structured situation | 2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts | 2. produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic |
| reading | 3. recognize letters and their corresponding sounds | 3. recognize and understand simple words and sentences in a structured situation | 3. read and understand simple words and sentences in a variety of familiar contexts | 3. read and understand a series of sentences or a short text on a familiar topic |
| writing | 4. write letters | 4. write simple words and sentences in a structured situation | 4. write simple words and sentences on familiar topics in a structured situation | 4. produce, spontaneously and/or with guidance, a simple written text on a familiar topic in a structured situation |
| viewing | 5. view and respond to familiar events and/or representations in the classroom context | 5. view and understand simple, familiar events and/or representations in the classroom context | 5. view and understand simple, familiar events and/or representations | 5. view and understand simple events and/or representations |
| representing | 6. imitate and/or create simple representations of familiar ideas, events and information | 6. create simple representations of familiar ideas, events and information | 6. use a variety of forms to create simple representations of ideas, events and information | 6. use a variety of forms to create representations of ideas, events and information |

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| listening | 1. listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations | 1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations | 1. listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations |
| speaking | 2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation | 2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation | 2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation |
| reading | 3. read and understand a series of interrelated ideas dealing with a familiar topic in structured situations | 3. read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations | 3. read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations |
| writing | 4. produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations | 4. produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations | 4. produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations |
| viewing | 5. view and understand a variety of simple events and/or representations | 5. view and understand a series of simple events and/or representations | 5. view and understand events and/or representations within and beyond the school context |
| representing | 6. create multiple representations of the same familiar ideas, events and/or information | 6. create multiple representations of the same ideas, events and/or information | 6. use a variety of forms to create representations of ideas, events and/or information |

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/Sociocultural Elements

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|--|---|
| <i>Students will be able to:</i> | | | | |
| register | 1. speak at a volume appropriate to classroom situations | 1. respond to tone of voice | 1. distinguish between formal and informal situations | 1. recognize that some topics, words or intonations are inappropriate in certain contexts |
| idiomatic expressions | 2. use some age-appropriate idiomatic expressions | 2. use some age-appropriate idiomatic expressions | 2. understand and use some simple idiomatic expressions as set phrases | 2. understand and use a variety of simple idiomatic expressions as set phrases |
| variations in language | 3. experience a variety of voices; e.g., male and female, young and old | 3. experience a variety of voices | 3. acknowledge individual differences in speech | 3. accept individual differences in speech |
| social conventions | 4. use simple, routine social conventions | 4. use basic social expressions appropriate to the classroom | 4. use basic politeness conventions | 4. use appropriate oral forms of address for people frequently encountered |
| nonverbal communication | 5. use some common nonverbal behaviours | 5. understand the meaning of and use some common nonverbal behaviours | 5. experiment with using some simple nonverbal means of communication | 5. recognize that some nonverbal behaviours may be inappropriate in certain contexts |

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociolinguistic/Sociocultural Elements

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| register | 1. experiment with formal and informal uses of language in familiar contexts | 1. use formal and informal language in familiar situations | 1. identify socially appropriate language in specific situations |
| idiomatic expressions | 2. use learned idiomatic expressions in new contexts | 2. use learned idiomatic expressions to enhance communication | 2. correctly use learned idiomatic expressions in new contexts |
| variations in language | 3. experience a variety of accents and variations in speech | 3. experience a variety of regional variations in language | 3. recognize some common regional variations in language |
| social conventions | 4. recognize verbal behaviours that are considered impolite | 4. recognize simple social conventions in informal conversations | 4. recognize important social conventions in everyday interactions |
| nonverbal communication | 5. recognize appropriate nonverbal behaviours for people frequently encountered | 5. use appropriate nonverbal behaviours in a variety of familiar contexts | 5. use appropriate nonverbal behaviours in a variety of familiar contexts |

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|---|---|
| <i>Students will be able to:</i> | | | | |
| cognitive | 1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, imitate sounds and intonation patterns | 1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, group together sets of things—vocabulary, structures—with similar characteristics | 1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud | 1. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, place new words or expressions in a context to make them easier to remember |
| metacognitive | 2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language | 2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., listen or read for key words | 2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log | 2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher |
| social/affective | 3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., initiate or maintain interaction with others | 3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences | 3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text | 3. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment |

Further examples of language learning strategies are available on pages 37 and 38.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| cognitive | 1. identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task | 1. identify and use a variety of cognitive strategies to enhance language learning; e.g., identify similarities and differences between aspects of the language being learned and their own language | 1. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task |
| metacognitive | 2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more considered personally useful | 2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check copied writing for accuracy | 2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words |
| social/affective | 3. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups | 3. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers | 3. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises |

Further examples of language learning strategies are available on pages 37 and 38.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| interactive | 1. use simple interactive strategies with guidance; e.g., use words from own first language to get meaning across, acknowledge being spoken to | 1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal clues to communicate | 1. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally | 1. use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand |
| interpretive | 2. use simple interpretive strategies with guidance; e.g., use gestures, intonation and visual supports to aid comprehension | 2. use simple interpretive strategies with guidance; e.g., make connections between texts on the one hand and prior knowledge and personal experience on the other | 2. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension | 2. use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening, listen or look for key words |
| productive | 3. use simple productive strategies with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate | 3. use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment | 3. use simple productive strategies with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media | 3. use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing own texts |

Further examples of language use strategies are available on pages 38–40.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

| | Grade 4 | Grade 5 | Grade 6 |
|--------------|---|--|--|
| interactive | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations | <ol style="list-style-type: none"> 1. identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood | <ol style="list-style-type: none"> 1. identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction |
| interpretive | <ol style="list-style-type: none"> 2. identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience | <ol style="list-style-type: none"> 2. identify and use a variety of interpretive strategies; e.g., use knowledge of the sound-symbol system to aid reading comprehension | <ol style="list-style-type: none"> 2. identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues |
| productive | <ol style="list-style-type: none"> 3. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage | <ol style="list-style-type: none"> 3. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences | <ol style="list-style-type: none"> 3. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process |

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General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|---|--|
| <i>Students will be able to:</i> | | | | |
| cognitive | 1. use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes | 1. use simple cognitive strategies to enhance general learning; e.g., use models | 1. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning | 1. use simple cognitive strategies to enhance general learning; e.g., experiment with, and concentrate on, one thing at a time |
| metacognitive | 2. use simple metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work | 2. use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options | 2. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher | 2. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning |
| social/affective | 3. use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them | 3. use simple social and affective strategies to enhance general learning; e.g., seek help from others | 3. use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn | 3. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks |

Further examples of general learning strategies are available on page 40.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

| | Grade 4 | Grade 5 | Grade 6 |
|------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| cognitive | 1. identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks | 1. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task | 1. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information |
| metacognitive | 2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks | 2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task | 2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests |
| social/affective | 3. identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment | 3. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes | 3. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes |

Further examples of general learning strategies are available on page 40.

CULTURE

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with the Spanish language and culture. This section provides opportunities for the exploration of the cultures of the Spanish-speaking world from the perspectives of history, contemporary life, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Spanish bilingual programming. **This program of studies divides the Language Arts and Culture sections for ease of use only.**

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including specific outcomes under General Outcome 5, as well as under cluster heading 6.3 Sociolinguistic/Sociocultural Elements.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 *Self-identity*

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| understanding self-identity | 1. represent self and family | 1. tell and draw about self and family, and appreciate own uniqueness | 1. express own self-concept, and extend that understanding to include new ideas and perspectives | 1. express own self-concept, and compare the perception of others with own perception |
| developing positive self-identity | 2. recognize own importance as a person | 2. understand and accept own importance as a person | 2. understand own place and importance in the home and school | 2. understand own strengths and abilities |
| valuing Spanish and the cultures of the Spanish-speaking world | 3. participate in cultural activities of the Spanish-speaking world in the classroom and school | 3. participate in cultural activities and traditional practices of the Spanish-speaking world | 3. participate in and appreciate cultural activities and traditional practices of the Spanish-speaking world | 3. recognize and appreciate various elements of language and culture of the Spanish-speaking world |
| valuing multilingualism/multiculturalism | 4. participate in cultural activities in the classroom and school | 4. participate in classroom, school and community cultural activities | 4. participate in activities that promote and celebrate the multilingual/multicultural education experience | 4. recognize benefits of a multilingual/multicultural education |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.1 *Self-identity*

| | Grade 4 | Grade 5 | Grade 6 |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| understanding self-identity | 1. explore and examine various sources of information for development of one's self-concept | 1. identify influences on development of one's self-concept and self-identity | 1. explore and reflect on various facets of self-identity |
| developing positive self-identity | 2. understand that respect for oneself is essential, and that self-concept is determined by external and internal forces | 2. recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context | 2. recognize the effect of positive and negative treatment on self and others |
| valuing Spanish and the cultures of the Spanish-speaking world | 3. recognize and appreciate various elements of language and culture | 3. identify immediate and lifelong personal benefits derived from studying language and culture | 3. recognize the personal value and significance of language and culture |
| valuing multilingualism/multiculturalism | 4. understand the personal value and significance of a multilingual/multicultural education | 4. recognize the uniqueness of multilingual/multicultural education in a Canadian context | 4. identify the immediate and lifelong benefits and potential advantages of a multilingual multicultural education in a Canadian and international context |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| historical elements | 1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world | 1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world | 1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world | 1. participate in activities and experiences that reflect traditional elements of cultures of the Spanish-speaking world |
| contemporary elements | 2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world | 2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world | 2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world | 2. participate in activities and experiences that reflect contemporary elements of cultures of the Spanish-speaking world |
| diversity | 3. experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world | 3. experience linguistic/cultural elements of diverse origins from within cultures of the Spanish-speaking world | 3. recognize diverse elements of cultures of the Spanish-speaking world in school and/or in the local community | 3. identify diverse elements of cultures of the Spanish-speaking world in school and/or in the local community |
| change | 4. participate in events marking changes | 4. illustrate that change occurs in one's immediate environment | 4. gather information to demonstrate change within cultures of the Spanish-speaking world | 4. identify how people's actions and lifestyles change to accommodate their changing needs |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

| | Grade 4 | Grade 5 | Grade 6 |
|-----------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| historical elements | 1. explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world | 1. explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world | 1. identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world |
| contemporary elements | 2. explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world | 2. explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world | 2. identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world |
| diversity | 3. explore diversity of the cultures of the Spanish-speaking world in the larger community | 3. explore diversity of the cultures of the Spanish-speaking world at the provincial level | 3. explore diversity of the cultures of the Spanish-speaking world in Canada |
| change | 4. explore and reflect on change within own family and community | 4. explore and reflect on change in the cultures of the Spanish-speaking world within Canada | 4. explore and reflect on change in the cultures of the Spanish-speaking world at the international level |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.3 Building Community

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|---|
| <i>Students will be able to:</i> | | | | |
| positive group membership | 1. participate in group activities | 1. develop an awareness of and concern for classmates | 1. practise consideration for others | 1. recognize that helping others is personally rewarding |
| appreciating diversity | 2. recognize differences between self and peers | 2. recognize and appreciate differences between self and peers | 2. explore diversity in the family, school and community | 2. explore diversity in the classroom, school and local community; and reflect on its significance to self |
| appreciating similarity | 3. recognize similarities between self and peers | 3. recognize and appreciate similarities between self and peers | 3. explore similarities between self and others | 3. explore similarities among members of the immediate community, and reflect on the significance of this to self |
| contributing to community | 4. participate in and contribute to classroom activities | 4. participate and cooperate in, and contribute to, classroom and school activities | 4. participate cooperatively in group activities by contributing ideas and supporting others | 4. participate cooperatively in daily classroom duties, and support peers and classmates |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.3 Building Community

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------------|---|--|--|
| | <i>Students will be able to:</i> | | |
| positive group membership | 1. encourage and support classmates and schoolmates | 1. develop skills that promote open, authentic relationships with others in class and school | 1. use skills that promote cooperation and mutual respect within the classroom and the school |
| appreciating diversity | 2. explore diversity in the immediate and local community, and reflect on its significance to self | 2. explore, compare and reflect on how diversity in Canada has an impact on self | 2. explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada |
| appreciating similarity | 3. explore similarities among members of the local community, and reflect on the significance of this to self | 3. explore, compare and reflect on common human needs and experiences of Canadians | 3. examine the common human needs and experiences of people around the world |
| contributing to community | 4. demonstrate willingness to assist or contribute for personal satisfaction | 4. demonstrate concern for the quality of one's work in and out of school | 4. provide positive contributions and leadership within the school and/or community |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global Citizenship

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|---|--|---|
| <i>Students will be able to:</i> | | | | |
| responsible citizenship | 1. demonstrate personal and social responsibility in the classroom | 1. demonstrate personal and social responsibility in the classroom and school | 1. demonstrate personal and social responsibility in the classroom, school and community | 1. recognize that growing up involves making decisions and accepting consequences |
| interdependence | 2. participate in tasks and activities with partners and in groups | 2. recognize own contributions to a group and those of others | 2. recognize the benefits of working with a partner or within a group, and recognize that one affects and is affected by the actions of others | 2. identify the advantages and disadvantages of working collaboratively with a partner or group |
| intercultural skills | 3. adapt to new situations, and follow rules in the classroom and school | 3. recognize that rules vary depending on circumstances | 3. identify and describe causes of conflict in the classroom | 3. explore ways to resolve interpersonal conflict |
| future opportunities | 4. share or demonstrate personal strengths or achievements | 4. share or demonstrate personal strengths and areas for further development | 4. identify personal strengths and areas for improvement | 4. identify personal strengths and areas for improvement, and set personal goals |

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.4 Global Citizenship

| | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|--|
| <div>responsible citizenship</div> <div>interdependence</div> <div>intercultural skills</div> <div>future opportunities</div> | <i>Students will be able to:</i> | | |
| | 1. respect the feelings, rights and property of others; and accept responsibility for one's own actions | 1. recognize the positive and negative aspects of the consequences of one's actions; and demonstrate honesty and reliability in a variety of situations | 1. explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills |
| | 2. recognize that people depend on others to meet their needs; and recognize the effects of one's actions on others | 2. examine the role of the individual in group activities; and reflect on effectiveness of own contributions | 2. participate in and contribute to group activities effectively; and recognize that cooperation is important |
| | 3. examine the rights and responsibilities of the individual | 3. recognize and respect individual differences; and recognize the worth of every individual | 3. accept differences in characteristics and abilities of peers and others |
| | 4. identify personal strengths and areas for growth; and establish personal goals and action plans | 4. identify individual strengths and areas for further development; and establish personal goals and action plans | 4. identify own interests, and explore future opportunities for learning and employment |

CREE LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM KINDERGARTEN TO GRADE 12

This program of studies is intended for students who are beginning their study of Cree language and culture in Kindergarten or Grade 1. It constitutes the complete Cree Language and Culture Twelve-year (12Y) Program.

PHILOSOPHY

“Our way is a valid way of seeing the world.”

– Western Canadian Protocol Aboriginal Languages Working Group

“Our tepees were round like the nests of birds ... the nations hoop, a nest of many nests where the Great Spirit meant for us to hatch our children.”

– Black Elk, Oglala Sioux Holy Man

ELDER AND COMMITTEE ADVISORS

The contents of this program of studies are drawn from the wisdom and ideas of countless Elders—past and present—Cree educators whose words enlightened and challenged both in person and in writing, and who are struggling with issues of language loss and language revitalization. In particular, the Cree Language and Culture Kindergarten to Grade 12 Program Development Committee is indebted to the following Elders who agreed to advise some of the developmental stages of this document:

- Alfred Bonaise
- Jenny Cardinal
- Joe P. Cardinal (deceased)
- Florestine Chowace

- Linda Oldpan
- Myron Paskamin
- Jerry Saddleback

The following individuals were also involved, in various capacities, in the development of this program of studies:

- Janice Aubry
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- Paul Beauregard
- Louise Berland
- Loretta Breland
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- Rosalyn Bull
- Julia Cardinal
- Raymond Cardinal
- Mary Cardinal-Collins
- Laura Collins
- Susan Dion
- Edith Ellingboe
- Esther Giroux
- Rhoda Gladue
- Emily Hunter
- Bryant Johns
- Billy Joe Laboucan
- Donna Leask
- Lorna L'Hirondelle

- Willy Lightning
- Judy Louis
- Rita Marten
- Jutta McAdam
- Marjorie Memnook
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- Madeline Noskey
- Pauline Ominiyak
- Tony Petrone
- Bernice Prather
- Lorraine Rain
- Teddy Ribbonleg
- Susie Robinson
- Joan Simpson
- John Sokolowski
- Noella Steinhauer
- Marion Stone
- Josephine Thompson
- Connie Twin
- Stuart Wachowicz
- Joyce Wood
- Nora Yellowknee
- Gerald Young

VOICES OF THE ELDERS

The wisdom of the Elders is central to cultural learning according to Cree perspective. Elders are the “keepers of knowledge,” and it is their guidance that Cree people seek as they strive for balance in their relationships with *Mâmwî Ohtâwîmâw* (the Creator), the natural world, other people and themselves.

The quotations in this section are intended to illustrate the vast wisdom of Aboriginal Elders as “keepers of knowledge” and as educators within a traditional system of learning. The Elders’ comments are excerpted directly from *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, June 2000; and they reflect a wide variety of oral and written sources. Alberta Education acknowledges the necessity of guidance from the Elders if this

program is truly to reflect Aboriginal perspective. Each community wishing to establish a language and culture program must turn to its own Elders for guidance. It is only with Elder support that Aboriginal language and culture programs can succeed in achieving the goal of language revitalization.

Aboriginal Education

Aboriginal educators and Elders have envisioned an education for their children that strengthens and inspires by focusing on traditional wisdom. They have envisioned an education where the young people of today are helped in creating a peaceful balance within themselves, using Aboriginal “laws” as a guide. The “laws” that govern life are not laws in the literal and mechanistic sense. They are perspectives that can help young people to orient themselves positively as Aboriginal people while establishing or strengthening their personal identities. They are perspectives that enable Aboriginal people to live with integrity, regardless of the environment or circumstances in which they find themselves.

Most importantly for Aboriginal educators, these perspectives are supported with an abundance of time-tested learning resources in the form of oral traditions. Stories from the oral tradition have been used in formal classrooms in the past. They are recognized as valuable and integral learning resources, and they become more valuable as the perspectives they communicate are understood, recognized and accepted as legitimate.

The various forms, such as legends and stories, need to be understood as culturally significant and authentic. As an example, legends (*âtayohkewina*) are formalized in much the same way as essay writing is. There is a protocol for obtaining legends or stories from storytellers. In addition, there are various styles of stories, such as miraculous, humorous or historical.

Here, in their words, are Aboriginal voices that speak clearly and persuasively about the need for, and the right to, language and culture programs based on Aboriginal perspectives.

Perspectives-based Culture and Language Education

The Aboriginal perspective is as useful today as it was in the past in helping people live with integrity, especially as people relocate into urban areas or away from kin.

“We came from a system of laws and relationships. The laws were the parameters of acceptable behaviour within each relationship. Our lifestyles have changed a lot but the necessity to survive with integrity is still with me. We must elevate our discussion in a way that we can identify the principles.”

— Wes Fineday, Regina, Saskatchewan

“Business cannot be separated from the environment. The environment cannot be separated from government. Government cannot be separated from social and economic issues. People cannot be separated from all of the above. Perhaps it is time to recognize this and make efforts to reinstate a whole-life perspective in education.”

— Patrick Kelly, Sto:lo Nation (1991, p. 145)

The Aboriginal perspective will guide young people in making choices that will prepare them for their future as capable adults; it will help them in understanding the value or purpose of things, or in making personal decisions; and it will help them to be empowered.

Language and culture are inseparable. Both are necessary to instill identity in its fullest sense.

“Language ... is not just a neutral instrument [for communication]. Rather, it shapes our very conceptualization of phenomena, such that some phenomena are not translatable into another language and some languages have no words for certain phenomena found in other cultures.... We Aboriginal people are forced to speak the foreign language of the English to convey a lot of our spirituality, our thought, our essence. Unfortunately, it is not adequate to the task. So, if people want to understand us and the things in which we take pride, they should learn our respective languages. I am proud of my Cree language and heritage.”

— George Calliou, Cree, Sucker Creek, Alberta

Aboriginal Rights

There is a need and an inherent right to maintain the Aboriginal languages and cultures.

“Our kids are losing their identity. They don’t know their history. My grandparents taught me the dangers, what to respect, etc. They told me to never forget where I came from. When our kids come out of school, who are they? Who do they belong to?”

— Roddy Blackjack, Little Salmon/Carmacks, Yukon Territory

Young people represent the future of our culture.

“We know that the world will be a much different place when our children become adults and take responsibility for our community. We must now decide what we want our children to know and what traditions to carry from our ancestors.”

— Peigan Education Committee

The Aboriginal children will benefit from being taught the language and culture of their people.

“Indian parents have the right to directly influence the education of their children. This right, which was guaranteed through treaties, should never become a privilege.”

— Alexis First Nation

Local Control

Past efforts have not been sufficient in stabilizing or revitalizing the Aboriginal languages and cultures.

“We now have a litany of what we have viewed as the one item that will save our languages. This one item is usually quickly replaced by another. For instance, some of us said, ‘Let’s get our languages into written form’ and we did and still our Native American languages kept on dying.... Then we said, ‘Let’s develop culturally relevant materials’ and we did and still our languages kept on dying. Then we said, ‘Let’s use language masters to teach our languages’ and we did, and still our languages kept on dying.... ‘Let’s put our native language speakers on CD-ROM’ Finally, someone will say, ‘Let’s flash-freeze the remaining speakers of our languages’”

— Richard E. Littlebear (Cantoni, 1996, pp. xiii–xiv)

"In 1960 we started out by organizing ourselves to bring back our dances and songs. The young people are so willing to learn our ways. But I can't be out too much anymore. We are tired."

— Mary John, Prince George, British Columbia

"Some of those who are intent on learning the language feel frustrated at the lack of opportunity to use it, and find that they are not able to progress past a certain point without the chance for more language immersion experiences."

— Jan Hill, Mohawk (Freeman et al., 1995, p. 62)

Communities and schools must work together to strengthen the languages and cultures of the Aboriginal nations.

"To reverse this influence of English, families must retrieve their rightful position as the first teachers of our languages. They must talk our languages everyday, everywhere, with everyone, anywhere. But if they are going to relinquish this teaching responsibility to the schools then they must be supportive."

— Richard E. Littlebear (Cantoni, 1996, p. xiv)

Local communities must be the ones to create and control language and culture programs to suit their particular needs; e.g., language awareness packages designed for home use, promoting languages through the various media and encouraging fluent speakers in the service industry to use their Aboriginal language while interacting with their clientele.

"... the Aboriginal community must be the central decision maker in any initiative on Aboriginal language maintenance ... [and also] the support of the majority culture, and particularly policy makers, is essential in making Aboriginal language policies work."

— Barbara Burnaby (1996, p. 33)

"Over and over, people who have come to our communities to get information, go away and write up and interpret and when we see it, we don't recognize it. Which person? Which family? Which village was involved in developing the materials? We prefer our own way of learning."

— Mary John, Prince George, British Columbia

Colonization and Reconstruction

From the perspective of the Aboriginal people, the post-contact period is characterized as a time of great dislocation. Colonizing forces disrupted the fundamental relationships of Aboriginal people and disrupted their way of being in the world.

In the early contact period, the relationship between the European and Aboriginal populations was one of mutual respect. For example, the treaties were signed by two nations. The spirit and intent of the treaties as understood by the Aboriginal people was that language and culture would be respected.

However, the forces of contact caused great disharmony and dislocation by enforcing the *Indian Act* of 1876 and the subsequent amendments. One of the most detrimental policies stemming from the *Indian Act* was the prohibition of ceremonial practices, thus limiting language and cultural transmission. The ensuing effects almost destroyed Aboriginal values and cultural identity, and served as a catalyst to the erosion of Aboriginal languages.

Despite the effects of colonialism, the perspectives and values of Aboriginal people are maintained.

"My grandmother was a boarding school product and on my mother's side, my father went to the same boarding school that I went to.... Like it seems that we lost about three generations of teachings but it was easy for us to go back to our teachings."

— Maria Linklater, Cree, Thunderchild First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?162>)

Aboriginal people work to maintain their identity as nations within Canada.

"Our culture is very important to us. I believe that if we lose our language, our dances, our music, our tales handed down from generation to generation by our elders, we lose what our country is to us.... We must keep our language, our culture, and our land so that, even in Canada, we can still feel that we have our own country."

— Mary John (Moran, 1988, pp. 141–142)

The mainstream culture has begun to explore, appreciate and apply Aboriginal perspectives for their inherent value.

"In labelling children as 'gifted' or 'not gifted,' rather than calling attention to their specific abilities, ... we begin thinking that children are naturally clustered into two well-defined groups, 'gifted' and 'non-gifted.' ...

"Cultural teachers in First Nations communities ... place a great deal of emphasis on spirituality –not to be confused with forms of organized religion! These teachers stress that each individual human has been designed by the Creator, and each of us has a specific purpose to fulfill on earth."

— John W. Friesen (1997, pp. 27–28)

Spirituality

Although the Elders strongly recommend that our connection to *Māmawī Ohtāwīmāw* (the Creator) is interwoven throughout the program of studies, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one's individual integrity is respected. Walter Linklator expressed this view when he said, "... we never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity" (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?161>).

Laws of Relationship

"We use the circle as a means of teaching. It's not a straight line type of teaching that we use. With us, everything is connected and interconnected ..."

— Parent council member, Joe Duquette High School, Saskatoon, Saskatchewan (Haig-Brown et al., 1997, p. 96)

Our Relationship with the Natural World

People are not greater than the things in nature. The natural world has its own laws that must be respected if people are going to be sustained by it.

People are identified by the land they have historically inhabited and on which they have learned to survive.

Even today, it is necessary to live with the laws of nature and to feel a part of it.

"The time the Whiteman first came to this country, he saw there was a lot of land.... It was a beautiful land, a land that was here in order for us to make our living from it. This land provided us with things, gave us a good life and we were able to survive by all the resources available to us.... The Creator had placed them on the land for our use, and though they were taken, continues to protect us, which is why we were never completely destroyed and why we are still here today. If the Whiteman had a better understanding of what the land meant to us, he would have thought differently about us."

— John B. Tootoosis, Deceased, Poundmaker First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?1>)

Our Relationship with One Another

Agreement on rules enables cooperation and group strength that is greater than individual strength.

Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

"Some of our family members are living in urban areas. That's no excuse. Families can still keep in touch and they need to.... The responsibility for anyone with any problem lies with the family 'cause this is the way our people were historically, 'cause that's where the basic help was all the time, whatever you dealt with. If a problem went beyond the control of the family, then it expanded to the larger family, you know, discussions of that. Failing that, then there were advisory groups responsible to the Chief who those problems could be placed under and dealt with."

— Roy Haiyupis, Ahousaht (Nuu-chah-nulth, 1995, p. 172)

Our Relationship with Ourselves

Each person is born sacred and complete.

"We must redefine and redevelop our profile of what our child is: He is not something to develop the economy. He is a spirit."

— Wes Fineday, Regina, Saskatchewan

Mâmwî Ohtâwîmâw (the Creator) has given each person the gift of a body and the choice to care for and use that body with respect.

Mâmwî Ohtâwîmâw (the Creator) has given each person the capacity and choice to learn.

"I had no schooling. When I was a kid, I used to watch people steadily. I would go to my Grandmother and she told me what rules to follow."

— Vernon Makokis, Saddle Lake, Alberta

"We never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity. We have to try to be good all the time."

— Walter Linklator, Anishanabe, Thunderchild First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?161>)

"In our system of education, knowledge is earned. One learns to listen, like a human being who has the gift to hear what is said. We don't put knowledge in a person's head or hand. We give directions, not answers. We don't trap people into thinking answers are given from the outside. Answers come from the inside."

— Wes Fineday, Regina, Saskatchewan

"Here are some things for young people to use. Do what an Elder tells you and at the same time, develop your own understanding and follow that."

— Maggie Okanee, Born 1876, Deceased, Cree, Turtle Lake First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?93>)

Mâmwî Ohtâwîmâw (the Creator) has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

"The people had carefully organized themselves according to their knowledge, wisdom and abilities.... The men had many abilities; some were canoe builders, carpenters, and weather predictors. Often each man possessed several abilities, which old people call 'gifts.'"

— Andrew Evans, Norway House, Manitoba (Apetagon, Vol. II, 1992, p. 8)

RATIONALE FOR LEARNING CREE (NEHIYAWEWIN)

Elders tell us that English is a "borrowed" language (*eh awikawiyahk*), while Cree (*Nehiyawewin ekimiy kôwisiyahk*) is a gift of *Mâmwî Ohtâwîmâw* (the Creator). Elders are the keepers of the language and, consequently, of the beliefs and culture. Indeed, language and culture are inextricably woven.

The importance of learning Cree was made clear when the developers of this curriculum met with Elders Joe P. Cardinal, Jenny Cardinal, Linda Oldpan, Alfred Bonaire, Jerry Saddleback, Myron Paskamin and Florestine Chowace. Alfred Bonaire referred to the development of this curriculum as an example of keeping the "flame of language" alive. That flame, the Elders believe, has to be nurtured into a fire of language learning for students. Linda Oldpan, Joe P. Cardinal and Jenny Cardinal stressed that although this curriculum reflects an "urban perspective," the students need to somehow connect with Mother Earth and with their lands and families of origin. All of the Elders expressed the need for this curriculum to reflect the connection to *Mâmwî Ohtâwîmâw* (the Creator).

The importance of Cree language learning has also been expressed by Dr. Anne Anderson, who states in the forewords to her Métis Cree resource books that the way to a people's heart is through their language.

Over 80 000 people in Canada speak Cree. It is one of the most widely spoken languages in Canada in various dialects. There are also reservations in the United States of America that have Cree-speaking populations.

The value of learning Cree (*Nehiyawewin*), to Aboriginal and non-Aboriginal students, is enormous. It permits insights into a worldview of spiritual and natural dimensions. When one speaks the language, Elders and their wisdom become accessible. The learning of the Cree language also enhances one's self-esteem by strengthening cultural identity. Use of language is also the best means of transmitting culture to the next generation.

“With the loss of our language, we lose everything.... We must keep our language. With it come the teachings of the old ones and it’s the only thing that will preserve what is truly Indian.... Our future as a people doesn’t look too good.... Tell the young people they must learn and keep their language....”

—Maggie Frencheater, Suncild Band (Alberta Education, 1990, p. vii)

NATURE OF THE CREE LANGUAGE

The Cree language, or *Nehiyowewin*, is one of many indigenous languages within the Algonkian family of languages. The Plains Cree “Y” dialect that is used in this program of studies is one of the five major dialects in Canada. Cree is a language of relationships—relationships to the Creator, to others (kinship) and to Mother Earth, which encompasses all living things. It is a rich and complex language because it relates to kinship, nature and spirituality.

The Roman orthography recommended for the instruction of Cree is the Pentland orthography, which is based on the Cree syllabics of standard orthography. The “Y” dialects of the Plains and Woodland Cree of Alberta use 14 English letters, of which 8 are consonants (c, k, m, n, p, s, t and h), 3 are short vowels (a, i, o), 4 are long vowels (ā, ī, ō, ē), and “w” and “y” are listed as semi-vowels. A sound variation occurs within the same dialect based on regional and cultural differences.

CONCEPTUAL MODEL

Two curriculum frameworks developed under the Western Canadian Protocol for Collaboration in Basic Education—*The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12*, June 2000, and *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12*, June 2000—have provided guidance in the development of the Cree Language and Culture Twelve-year Program, Kindergarten to Grade 12.

The aim of this Cree language and culture program of studies is the development of communicative competence and cultural knowledge, skills and values in Cree.

Four Components

For the purposes of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Cree are represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students’ knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Community Membership aims to develop the understandings, views and values of Cree culture.

Strategies help students learn and communicate more effectively and more proficiently.

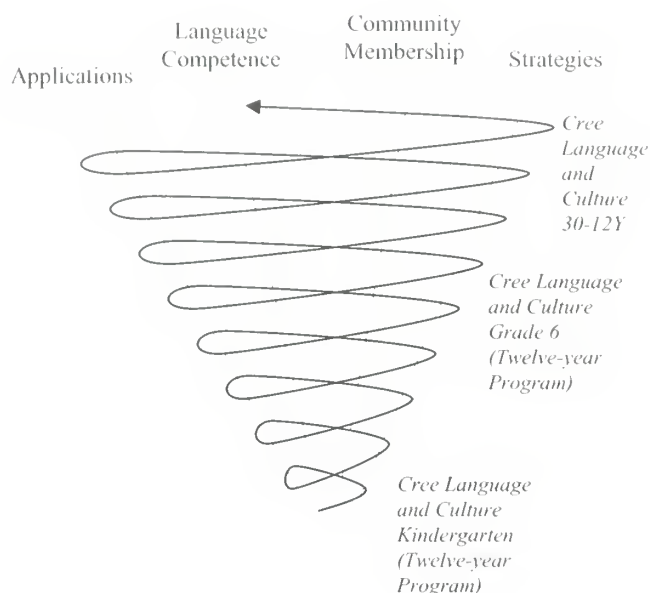
Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning and cultural teachings are integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students’ language and cultural learning progress is an expanding spiral. Students’ progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience

with more text forms, contexts and so on). The spiral also represents how language and cultural learning activities are best structured. Particular lexical fields, learning strategies or language

functions are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined previously.

Applications [A]

- Students will use Cree in a variety of community and school situations and for a variety of purposes.

Language Competence [LC]

- Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

Community Membership [CM]

- Students will live *wâwêtinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade/course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade/course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

★ discretionary (see further details on p. 70)

General Outcomes

Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

- A-1 to share information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to enhance their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment



Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 cultural learning
- S-4 general learning

Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

- LC-1 attend to the form of the language
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how the language is organized, structured and sequenced

Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mâwawi Ohtâwîmâw* (the Creator★).

- CM-1 Mother Earth★
- CM-2 others
- CM-3 themselves



★ discretionary (see further details on p. 70)

Guide to Reading the Program of Studies

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

Cree Language and
Culture 10-12Y

Cree Language and
Culture 20-12Y

Cree Language and
Culture 30-12Y

Students will be able to:

LC-2.1
listening

a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations

a. understand a variety of lengthy oral texts on familiar topics, in guided situations

a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations

LC-2.2
speaking

a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations

a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations

a. produce a variety of lengthy oral texts on familiar topics, in guided situations

LC-2.3
interactive fluency

a. sustain lengthy interactions comprehensibly, with pauses to formulate oral text and to self-correct

a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions

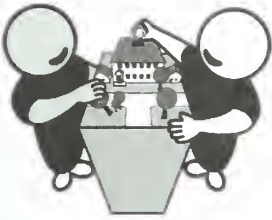
a. converse with ease in routine and nonroutine situations

read each page vertically for the outcomes
expected at the end of each grade/course

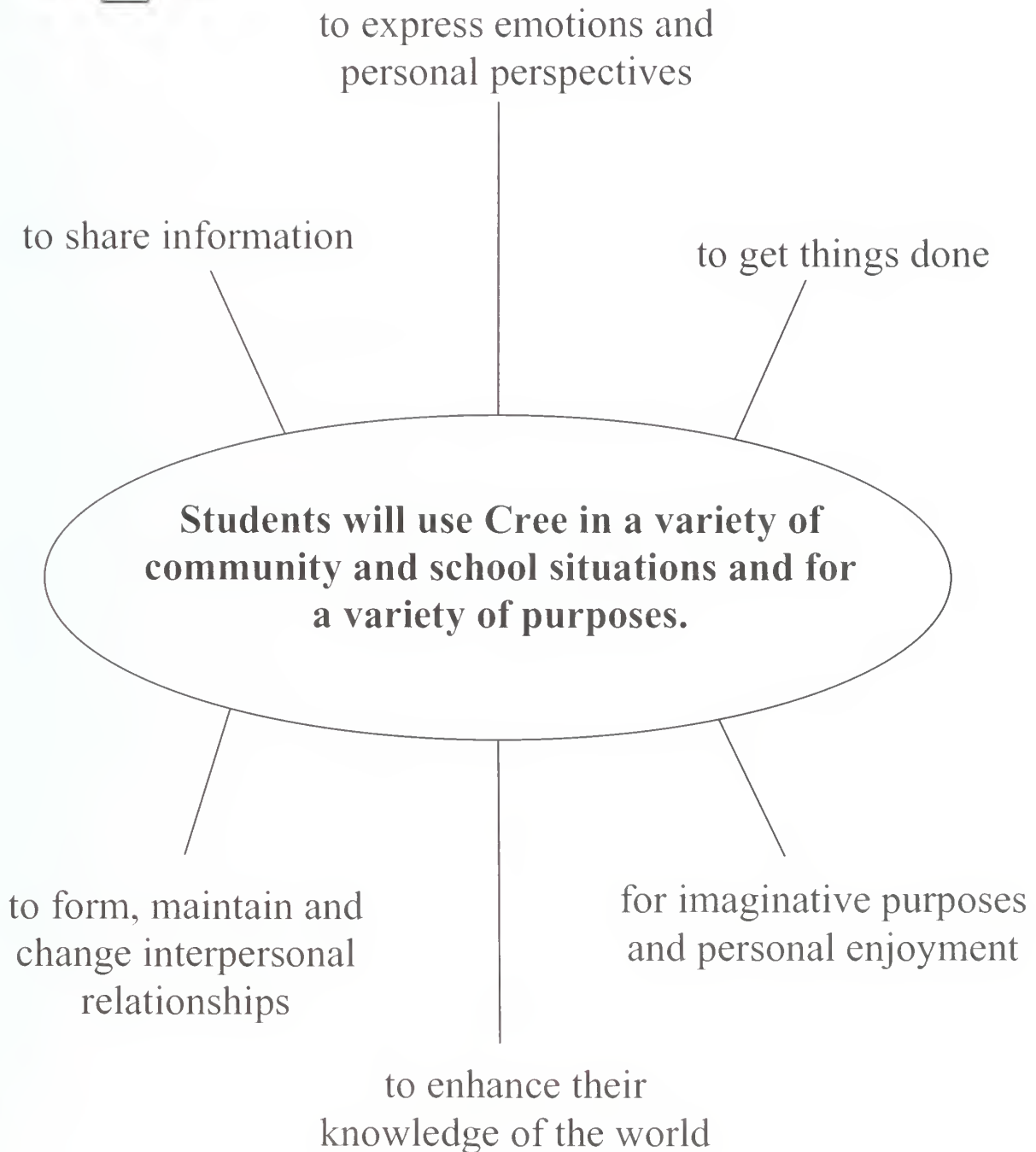
strand headings for
specific outcomes

specific outcome statements for each grade/course

read each page horizontally for the developmental flow of
outcomes from grade to grade/course to course



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade/course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., “This is a dog.” As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade/course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-1 to share information

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---------------------------------------|-------------------------------|--|---|--|
| A-1.1 share factual information | a. share basic information | a. identify people, places and things | a. ask for and provide information | a. describe people, places and things |
| | | | b. respond to simple, predictable questions | |

A-2 to express emotions and personal perspectives

Students will be able to:

| | | | | |
|--|--|---|--|--|
| A-2.1 share ideas, thoughts, preferences | a. express simple preferences | a. express a personal response | a. identify favourite people, places or things | a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others |
| | | | | |
| A-2.2 share emotions, feelings | a. express basic emotions and feelings | a. respond to and express emotions and feelings | a. identify emotions and feelings | a. express and respond to a variety of emotions and feelings |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-1 to share information

Grade 4 (Twelve-year Program)

Grade 5 (Twelve-year Program)

Grade 6 (Twelve-year Program)

Students will be able to:

A-1.1
share factual
information

a. ask for and provide information on a range of familiar topics

a. describe series or sequences of events or actions

a. provide information on several aspects of a topic

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1
share ideas,
thoughts, preferences

a. inquire about and express likes and dislikes

a. record and share thoughts and ideas with others

a. inquire about and express agreement and disagreement, approval and disapproval

A-2.2
share emotions,
feelings

a. inquire about and express emotions and feelings

a. record and share personal experiences involving an emotion or feeling

a. inquire about and express emotions and feelings in a variety of familiar situations

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-1 to share information

Grade 7 (Twelve-year Program)

Grade 8 (Twelve-year Program)

Grade 9 (Twelve-year Program)

Students will be able to:

A-1.1
share factual
information

- a. understand and use definitions, comparisons and examples

- a. share facts about past, present and future events

- a. share detailed information on a specific topic

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1
share ideas, thoughts,
preferences

- a. inquire about and express interest or lack of interest, satisfaction and dissatisfaction

- a. inquire about and express probability, possibility and certainty

- a. express and support their own opinions

A-2.2
share emotions,
feelings

- a. compare the expression of emotions and feelings in a variety of informal situations

- a. express emotions and feelings in formal situations

- a. compare the expression of emotions and feelings in formal and informal situations

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-1 to share information

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

A-1.1
share factual
information

a. ask and answer questions about an informative text read or heard

a. explain factual information for a variety of audiences

a. discuss factual information on a variety of topics in a variety of situations

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1
share ideas, thoughts,
preferences

a. express and explain preferences

a. exchange and compare opinions in a variety of situations

a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations

A-2.2
share emotions,
feelings

a. explore the expression of different emotions and feelings in a variety of situations

a. discuss the expression of emotions and feelings in a variety of media

a. share a range of emotions and feelings in a variety of situations

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-3 to get things done

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|-------------------------------------|--|---|---|---|
| A-3.1 guide actions of others | a. indicate basic needs and wants | a. ask for permission | a. suggest a course of action, and respond to a suggestion | a. make and respond to a variety of simple requests |
| A-3.2 state personal actions | a. respond to offers, invitations and instructions | a. ask or offer to do something | a. indicate choice from among several options | a. express a wish or a desire to do something |
| A-3.3 manage group actions | a. engage in turn taking | a. encourage other group members to act appropriately | a. ask for help or clarification of what is being said or done in the group | a. suggest, initiate or direct action in group activities |

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

| | | | | |
|---|--|---|---------------------------|-----------------------------------|
| A-4.1 manage personal relationships | a. exchange simple greetings and simple social expressions b. acknowledge basic kinship relationships | a. exchange some basic personal information | a. initiate relationships | a. identify kinship relationships |
|---|--|---|---------------------------|-----------------------------------|

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-3 to get things done

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|-------------------------------------|---|--|---|
| <i>Students will be able to:</i> | | | |
| A-3.1 guide actions of others | a. relay simple messages, and encourage or discourage others from a course of action | a. give and follow a simple sequence of instructions | a. make and respond to suggestions in a variety of situations |
| A-3.2 state personal actions | a. make and respond to offers or invitations | a. express appropriate and inappropriate actions | a. state personal actions in the past, present or future |
| A-3.3 manage group actions | a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members | a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify | a. check for agreement and understanding b. express disagreement in an appropriate way |

A-4 to form, maintain and change interpersonal relationships

| | | | |
|---|---|--|--------------------------------------|
| <i>Students will be able to:</i> | | | |
| A-4.1 manage personal relationships | a. talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest | a. initiate and participate in casual and friendly exchanges with classmates | a. make and break social engagements |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-3 to get things done

Grade 7 (Twelve-year Program)

Grade 8 (Twelve-year Program)

Grade 9 (Twelve-year Program)

Students will be able to:

A-3.1 guide actions of others

- a. give, follow and respond to advice and warnings

- a. make and respond to suggestions or requests in community situations

- a. express concerns, and suggest a solution

A-3.2 state personal actions

- a. learn consequences in a variety of situations

- a. accept or decline an offer or invitation

- a. express consequences in relation to their own actions

A-3.3 manage group actions

- a. express appreciation, enthusiasm, support and respect for the contributions of others

- a. paraphrase, elaborate on and clarify another member's contribution

- a. contribute effectively in small-group projects

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships

- a. use routine means of interpersonal communications

- a. give appropriate compliments

- a. offer congratulations and express regret

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-3 to get things done

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|-------------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| A-3.1 guide actions of others | a. give and follow a sequence of instructions | a. describe several courses of action | a. guide the actions of others in a variety of formal and informal situations |
| A-3.2 state personal actions | a. express personal expectations, hopes, plans, goals and aspirations | a. state and describe their own hopes, plans and goals | a. state their own actions in a variety of formal and informal situations |
| A-3.3 manage group actions | a. contribute and provide positive feedback to group members | a. contribute to group activities, by clarifying task goals, negotiating roles and suggesting procedures | a. manage the planning, functioning and assessment of group activities |

A-4 to form, maintain and change interpersonal relationships

| | | | |
|---|--|---|---|
| <i>Students will be able to:</i> | | | |
| A-4.1 manage personal relationships | a. make suggestions or clarify misunderstandings to handle a variety of situations | a. participate in social exchanges in formal situations | a. form, maintain and change personal relationships in a variety of formal and informal situations |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-5 to enhance their knowledge of the world

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---|--|--|--|--|
| A-5.1 discover and explore | a. investigate the immediate environment | a. investigate the surrounding environment | a. investigate and identify elements in the immediate environment | a. make and talk about personal observations |
| A-5.2 gather and organize information | a. gather simple information | a. organize items in different ways | a. sequence items in different ways | a. share personal knowledge of a topic |
| A-5.3 solve problems | a. experience problem-solving situations | a. experience problem-solving situations | a. experience meaning through a variety of moral teachings and problem-solving stories | a. experience meaning through a variety of moral teachings and problem-solving stories |
| A-5.4 explore perspectives and values | a. listen attentively and respectfully to the ideas and thoughts expressed | a. respond sensitively to the ideas and products of others | a. make connections between behaviour and values | a. recognize and respect differences in ideas and thoughts |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-5 to enhance their knowledge of the world

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|---|---|---|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. discover relationships and patterns in the environment | a. ask questions to gain knowledge and clarify understanding | a. explore classification systems and criteria for categories |
| A-5.2 gather and organize information | a. compare and contrast items in simple ways | a. gather information from a variety of resources | a. compose questions to guide research b. identify sources of information, and record observations |
| A-5.3 solve problems | a. experience and reflect upon problem-solving stories | a. experience, reflect upon and discuss problem-solving stories, legends and situations | a. experience, reflect upon and discuss problem-solving stories, legends and situations |
| A-5.4 explore perspectives and values | a. explore Cree values on a variety of topics within their own experience | a. explore how the Cree worldview influences values and behaviour | a. gather thoughts, ideas and opinions on a topic within their own experience |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-5 to enhance their knowledge of the world

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|---|---|---|--|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. explore meaning in what they are doing | a. explore and express the meaning of what they are doing | a. explore connections among and gain new insights into familiar topics |
| A-5.2 gather and organize information | a. gather information, using a prepared format | a. organize and prepare information, using a variety of techniques | a. share key ideas, summarize, and paraphrase |
| A-5.3 solve problems | a. reflect upon and discuss personal problem-solving experiences and stories | a. identify potential problems and their potential consequences | a. search for possible ways to solve problems |
| A-5.4 explore perspectives and values | a. explore and discuss how the Cree worldview and values influence personal behaviour and choices | a. understand how the Cree worldview and values influence their own and others' behaviour and choices | a. provide information and reasons for their own ideas and thoughts on an issue or topic |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-5 to enhance their knowledge of the world

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

| | | | |
|---|---|---|---|
| A-5.1 discover and explore | a. explore ideas presented in a variety of ways | a. compare their own insights and understandings with those of classmates | a. use a broad range of skills to discover and explore various media |
| A-5.2 gather and organize information | a. synthesize information from several sources | a. organize information to demonstrate relationships between ideas and sources | a. gather, evaluate, organize and synthesize information about various topics from a variety of sources |
| A-5.3 solve problems | a. apply problem-solving skills acquired in one situation to other situations | a. apply problem-solving skills in the resolution of real-life problems | a. apply problem-solving skills in the resolution of a variety of real-life problems |
| A-5.4 explore perspectives and values | a. examine how Aboriginal culture is portrayed in a variety of contexts | a. explore the portrayal of Aboriginal culture to understand the underlying values and perspectives | a. understand and examine differing perspectives and their underlying beliefs and values; e.g., in the mass media or among family, Elders and peers |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-6 for imaginative purposes and personal enjoyment

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--------------------------------------|--|--|---|--|
| <i>Students will be able to:</i> | | | | |
| A-6.1 humour/fun | a. use the language for fun | a. use the language for fun | a. use the language for fun in a variety of activities | a. use the language for fun in a variety of activities |
| A-6.2 creative/aesthetic purposes | a. use the language creatively; e.g., play-act variations on familiar stories | a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language | a. use the language creatively; e.g., use movement to respond to songs and poems | a. use the language creatively; e.g., create a picture story with captions |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., listen to favourite songs | a. use the language for personal enjoyment; e.g., listen to favourite stories | a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations | a. use the language for personal enjoyment; e.g., share a collection of pictures or artifacts related to Cree culture |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-6 for imaginative purposes and personal enjoyment

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--------------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour/fun | a. use the language for fun and to interpret humour | a. use the language for fun and to interpret humour | a. use the language for fun and to interpret humour in a variety of activities |
| A-6.2 creative/aesthetic purposes | a. use the language creatively; e.g., employ models to create cumulative or predictable stories | a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language | a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., play games in Cree with friends | a. use the language for personal enjoyment; e.g., listen to favourite songs in Cree | a. use the language for personal enjoyment; e.g., learn a craft or a dance |

General Outcome for Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-6 for imaginative purposes and personal enjoyment

Grade 7 (Twelve-year Program)

Grade 8 (Twelve-year Program)

Grade 9 (Twelve-year Program)

Students will be able to:

| | | | |
|--------------------------------------|--|---|---|
| A-6.1 humour/fun | a. use the language for fun and to interpret and express humour | a. use the language for fun and to interpret and express humour in a variety of ways and in a variety of situations | a. use the language for fun and to interpret and express appropriate humour |
| A-6.2 creative/aesthetic purposes | a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody | a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit | a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., find a personal pen pal and exchanging letters | a. use the language for personal enjoyment; e.g., explore Cree culture on the Internet | a. use the language for personal enjoyment; e.g., keep a personal journal |

General Outcome for Applications

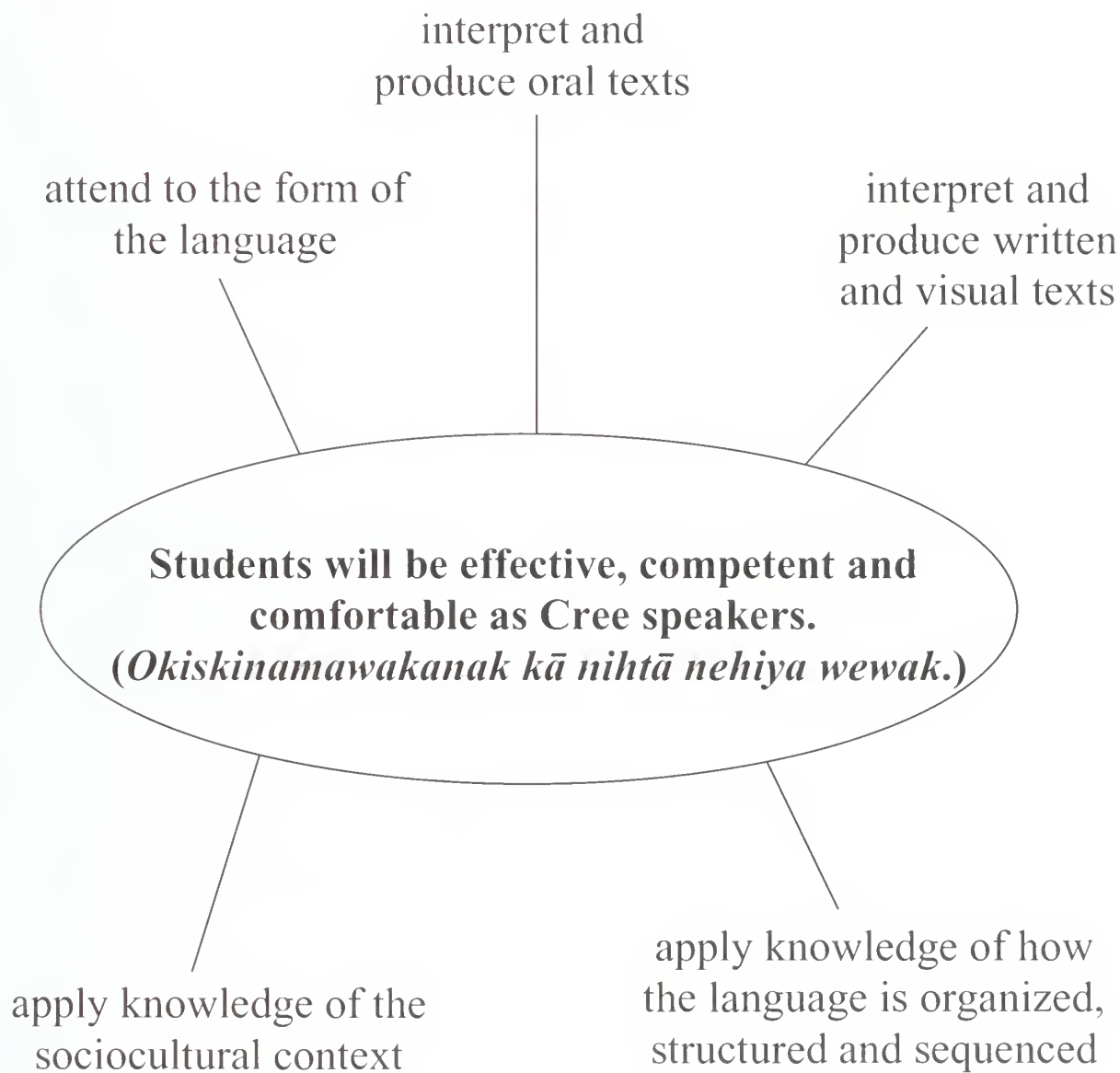
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A-6 for imaginative purposes and personal enjoyment

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|--------------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour fun | a. use the language for fun and to interpret and express humour | a. use the language for fun and to interpret and express humour with different audiences | a. use the language for fun and to interpret and express humour in a variety of situations |
| A-6.2 creative/aesthetic purposes | a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place | a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic | a. use the language creatively and for aesthetic purposes in a variety of situations |
| A-6.3 personal enjoyment | a. use the language for personal enjoyment; e.g., explore ways to use knowledge of Cree in community activities/functions | a. use the language for personal enjoyment; e.g., watch films or television programs | a. use the language for personal enjoyment in a variety of situations |



Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Cree language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks in which the language is used for real purposes—in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade/course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to the form of the language,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Cree language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: Much of the linguistic terminology used in the grammatical elements sections, under the cluster heading “attend to the form of the language,” is defined in the Appendix of this program of studies—Linguistic Definitions Pertaining to Cree.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-1 attend to the form of the language

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|----------------------------------|--|---|---|---|
| <i>Students will be able to:</i> | | | | |
| LC-1.1 phonology | a. recognize and pronounce basic sounds | a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Cree | a. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h | a. pronounce familiar words, phrases and expressions properly |
| LC-1.2 orthography | a. understand how text is oriented; e.g., left to right and top to bottom | a. recognize and name some elements of the writing system | a. write some words and phrases of personal significance | a. recognize and use some basic spelling patterns |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my family • my daily routines • seasons/weather • my body • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my family • daily life • weather and seasons • my body • clothing • my house • things around me • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • foods • school • measurements - time • money • pets • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my community and neighbourhood • music • domestic animals • extended family • games • any other lexical fields that meet their needs and interests |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehîya wewak.*)

(continued)

LC-1 attend to the form of the language

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--------------------------------|--|---|---|---|
| | <i>Students will be able to:</i> | | | |
| LC-1.4 grammatical elements | a. use, in modelled situations, ¹ the following grammatical elements: | | | |
| | <ul style="list-style-type: none"> personal pronouns (singular) <i>nîya</i>, <i>kîya</i>, <i>wîya</i> <i>awa</i>, <i>ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>nîminôsim</i>, <i>nîtehtapiwîn</i>, <i>kiminôsim</i>, <i>kitehtapiwîn</i>, <i>ominôsim</i>, <i>otehtapiwîn</i> interrogatives, simple questions: <i>tân'te</i>, <i>awîna</i>, <i>kikwây</i>, <i>tânehki</i>, <i>tân'sîyîsi</i> (VAI) declarative questions using <i>ci</i> (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nîtapîn</i>, <i>kitapîn</i>, <i>apiw</i> and progressive action <i>ehapiyân</i>, <i>ehapiyan</i>, <i>chapit</i> | <ul style="list-style-type: none"> <i>awa</i>, <i>ôma</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) <i>nîminôsim</i>, <i>nîtehtapiwîn</i>, <i>kiminôsim</i>, <i>kitehtapiwîn</i>, <i>ominôsim</i>, <i>otehtapiwîn</i> interrogatives, simple questions: <i>tân'te</i>, <i>awîna</i>, <i>kikwây</i>, <i>tânehki</i>, <i>tân'sîyîsi</i> (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nîtapîn</i>, <i>kitapîn</i>, <i>apiw</i> and progressive action <i>ehapiyân</i>, <i>ehapiyan</i>, <i>chapit</i> commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api</i>, <i>apik</i>, <i>apitân</i> | <ul style="list-style-type: none"> personal pronoun plural forms <i>nîyanân</i>, <i>kîyanaw</i>, <i>kîyawâw</i>, <i>wîyawâw</i> personal pronoun singular emphatic "too" form <i>nîstanân</i>, <i>kîstanaw</i>, <i>kîstawâw</i>, <i>wîyawâw</i> <i>ana</i>, <i>anima</i> to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun, <i>nâha</i>, <i>nema</i> noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S) (NA) <i>nîminôsimak</i>, <i>kiminôsimak</i>, <i>ominôsim</i>; (NI) <i>nîtehtapiwîna</i>, <i>kitehtapiwîna</i>, <i>otehtapiwîna</i> (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words <i>nîtapîn</i>, <i>kitapîn</i>, <i>apiw</i> and progressive action <i>ehapiyân</i>, <i>ehapiyan</i>, <i>chapit</i> | <ul style="list-style-type: none"> personal pronoun plural forms <i>nîyanân</i>, <i>kîyanaw</i>, <i>kîyawâw</i>, <i>wîyawâw</i> personal pronoun plural emphatic "too" form <i>nîstanân</i>, <i>kîstanaw</i>, <i>kîstawâw</i>, <i>wîstawâw</i> <i>ôki</i>, <i>aniki</i>, <i>ôhi</i>, <i>anihi</i>, to distinguish and refer to these and those specific animate (NA) or inanimate (NI) nouns, <i>neki</i>, <i>nehi</i> noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>nîminôsiminân</i>, <i>kiminôsiminaw</i>, <i>kiminôsimiwâw</i>, <i>ominôsimiwâwa</i>; (NI) <i>nîtehtapiwîninân</i>, <i>kitehtapiwîninaw</i>, <i>kitehtapiwîniwâw</i>, <i>otehtapiwîniwâw</i> |

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|--|--|---|
| <ul style="list-style-type: none"> commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitân</i> colour descriptors for a singular animate noun (VAI) <i>wâpiskisiw, ewâpiskisit minôs</i> and inanimate noun (VII) <i>wâpiskâw/ ewâpiskâk tehtapiwin</i> | <ul style="list-style-type: none"> commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i> | <ul style="list-style-type: none"> commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i> locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, on the, to the, at the, from the nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nîkamowin</i> | <ul style="list-style-type: none"> (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words <i>nîtapinân, kitapinaw, kitapinâwâw, apiwak</i> and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</i> commands or requests using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); <i>nitohtawin, nitohtawik</i> locative noun acts as a preposition <i>ohk, hk, ihk</i>—in the, on the, to the, at the, from the: <i>atâwew'kanîkohk, ôtenâhk, tehtapiwinihk</i> nominalizer, changing an action word (VAI) to a noun adding suffix <i>win</i> to the verb: <i>mîcisowin, nîmihtowin, nîkamowin</i> colour descriptors for plural animate (VAI) <i>wâpiskisiwak, ewâpiskisicik/ ewâpiskisitwâw minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/ ewâpiskâki tehtapiwina</i> |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakauak kā nihtā nehīya wewak.*)

(continued)

LC-1 attend to the form of the language

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

b. use, in structured situations,² the following grammatical elements:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • personal pronouns (singular) <i>niya, kiya, wiya</i> • colour descriptors for a singular animate noun (VAI) <i>wāpisikisiw/ewāpiskisit minōs</i> and inanimate noun (VII) <i>wāpiskāw/ewāpiskāk</i> <i>tehtapiwin</i> • simple <i>ehā, namoya</i> questions using <i>cī</i> | <ul style="list-style-type: none"> • demonstrative pronouns <i>awa, ōma</i> to distinguish and refer to this specific animate (NA) or inanimate (NI) nouns • colour descriptors for a singular animate noun (VAI) <i>wāpisikisiw/ewāpiskisit minōs</i> and inanimate noun (VII) <i>wāpiskāw/ewāpiskāk</i> <i>tehtapiwin</i> • interrogatives simple questions: <i>tān'te, awina, kikwāy, tānehki, tān'siyisi</i> • answer forms, simple <i>ehā, namoya</i> questions using <i>cī</i> • noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): <i>niminōsim, nitehtapiwin, kiminōsim, kitehtapiwin, ominōsima, otehtapiwin</i> • commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitān</i> | <ul style="list-style-type: none"> • commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., <i>api, apik, apitān</i> • simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form <i>nitapin, kitapin, apiw</i> and progressive action <i>ehapiyān, ehapiyan, ehapiit</i> • personal pronoun emphatic singular "too" form <i>nista, kista, wista</i> • demonstrative pronouns <i>ana, nāha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) <i>niminōsimak, kiminōsimak, ominōsima</i>; (NI) <i>nitehtapiwina, kitehtapiwina, otehtapiwina</i> |
|---|--|--|

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

c. use, independently and consistently,³ the following grammatical elements:

LC-1.4
grammatical elements

- personal pronouns (singular) *nîya*, *kîya*, *wîya*
- colour descriptors for a singular animate noun (VAI) *wâpisikisiw/ewâpiskisit minô*s and inanimate nouns (VII) *wâpiskâw/ewâpiskâk tehtapiwin*
- simple questions using interrogatives: *tân'te*, *awîna*, *kîkway*, *tânehki*, *tân'siyisi*
- simple *eha*, *namoya* questions using *cî*
- noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S):
(NA) *niminôsim*, *kiminôsim*, *ominôsim*
(NI) *nitehtapiwin*, *kitehtapiwin*, *otehtapiwin*

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinauwakanak k̄a nihtā nehiya wewak.*)

LC-1 attend to the form of the language

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds, i.e., elision; long vowels | a. recognize the rhythmic flow of sounds | a. try to enunciate unfamiliar words independently and confidently |
| LC-1.2 orthography | a. recognize and use some basic spelling patterns | a. recognize and use some basic spelling patterns | a. recognize and use some basic writing conventions |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • community roles and occupations • activities • nutrition • modes of travel • dance • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • health • leisure • places/locations • wild animals • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • relationships • plants and seasons • entertainment • shopping • other Aboriginal communities • world of work • any other lexical fields that meet their needs and interests |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

| LC-1.4 grammatical elements | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--------------------------------|---|--|--|
| | <i>Students will be able to:</i> | | |
| | a. use, in modelled situations, ⁴ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> demonstrative pronouns <i>ôki, aniki, neki ôhi, anihî, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns big/large affixes to indicate noun size—<i>misti, misi, mahki</i>; small suffix <i>-sis</i> indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw, awiyak, kikway, pikokikway, namakikway, kahkiyaw, kikway</i> noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) <i>niminôsiminânak, kiminôsiminawak, kininôsimiwâwak, ominôsimiwâwa, otehtapiwiniwâwa</i>; (NI) <i>nitehtapiwiniânâ, kitehtapiwiniânâ, kitehtapiwiniwâwa</i> simple sentences we, all of us, all of you, using they, subject markers and action words in declarative statement form <i>nitâpinân</i> (1P), <i>kitâpinaw</i> (2I), <i>kitâpinâwâw</i> (2P), <i>apiwak</i> (2P) and progressive action form <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw</i> | <ul style="list-style-type: none"> big/large affixes to indicate noun size—<i>misti, misi, mahki</i>; small suffix <i>-sis</i> indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw, awiyak, kikway, pikokikway, namakikway, kahkiyaw, kikway</i> preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, ninohtehapin, enohtehapin, nikahihapin ci</i> tense markers <i>ki</i>-past tense, <i>nikihapin</i>; <i>ka</i>- future definite (will), <i>nikahapin</i>; <i>wî</i>-future intentional marker (going to), <i>niwihapin</i> (VTI) in declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtan tehtapiwin</i> and progressive form <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk tehtapiwin</i> | <ul style="list-style-type: none"> (VTI) in declarative simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object <i>niwâpahtenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtamwak tehtapiwin</i> and progressive form <i>ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin</i> (VTI) nominalizer changing an action word involving an inanimate to a noun by adding suffix <i>-mowin</i> to the base form: <i>iteyitamowin</i> compounding a verb and noun together to form a new action word: <i>nipostayiwiniân, niteyistikwânân, niketasâkân, niwâpinimisim</i> commands or requests (Imperatives VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahta, kitâpahtamok, kitâpahtetân</i> |

(continued)

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

| LC-1.4 grammatical elements | Grade 4 | Grade 5 | Grade 6 |
|--------------------------------|--|-----------------------|-----------------------|
| | (Twelve-year Program) | (Twelve-year Program) | (Twelve-year Program) |
| | <ul style="list-style-type: none"> commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); <i>nitohtawin, nitohtawik</i> preverbal particles attach commands/requests to subject, action simple sentence: <i>pehapi, niuhtchapin, enohtchapin, kahkihapiin ci</i> simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form <i>niwâpah̄ten tehtapiwin, kiwâpah̄ten tehtapiwin, wâpah̄tan̄ tehtapiwin</i> and progressive form <i>ewâpah̄tayân̄ tehtapiwin, ewâpah̄tayan̄ tehtapiwin, ewâpah̄tahk̄ tehtapiwin</i> colour descriptors for plural animate (VAI) <i>wâpiskisiwak</i> <i>ewâpiskisicik/ewâpiskisitwâ</i> <i>w minôsak</i> and (VII) inanimate nouns <i>wâpiskâwa/ewâpiskâki</i> <i>tehtapiwina</i> | | |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4 grammatical elements

Grade 4 (Twelve-year Program)

Students will be able to:

b. use, in structured situations,⁵ the following grammatical elements:

- personal pronoun plural
- noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) *niminôsiminân*, *kiminôsiminaw*, *kiminôsimiwâw*, *ominôsimiwâwa*; (NI) *nitehtapiwininân*, *kitehtapiwininaw*, *kitehtapiwiniwâw*, *otehtapiwiniwâw*
- (VAI) in declarative statement simple sentences using I (IS), you (2S), he/she (3S) subjects and action words *nitapin*, *kitapin*, *apiw* and progressive action *ehapiyân*, *ehapiyan*, *ehapit*
- locative noun simple sentence action only form acts as a preposition *ohk*, *hk*, *ihk* in the, on the, to the, at the, from the *atâwew'kamikohk*, *ôtenâhk*, *tehtapiwinihk*
- nominalizer, changing an action word only to a noun adding suffix *-win* to the verb: *mîcisowin*, *nîmih towin*, *nikamowin*
- colour descriptors for plural animate (VAI) *wâpiskisiwak* *ewâpiskisicik* *ewâpiskisitwâw* *minôsak* and (VII) inanimate nouns *wâpiskâwa* *ewâpiskâki* *tehtapiwina*

Grade 5 (Twelve-year Program)

- demonstrative pronouns *ôki*, *aniki*, *neki*, *ôhi*, *anihi*, *nehi* to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns
- noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P) *niminôsiminân*, *nitehtapiwininân*, *kiminôsiminaw*, *kitehtapiwininaw*, *kiminôsimiwâw*, *kitehtapiwiniwâw*, *ominôsimiwâwa*, *otehtapiwiniwâw*
- noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) *niminôsiminânak*, *kiminôsiminawak*, *kiminôsimiwâwak*, *ominôsimiwâwa*; (NI) *nitehtapiwininâna*, *kitehtapiwininawa*, *kitehtapiwiniwâwa*, *otehtapiwiniwâwa*
- (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words (and progressive action form)

Grade 6 (Twelve-year Program)

- noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) *niminôsiminânak*, *kiminôsiminawak*, *kiminôsimiwâwak*, *ominôsimiwâwa*; (NI) *nitehtapiwininâna*, *kitehtapiwininawa*, *kitehtapiwiniwâwa*, *otehtapiwiniwâwa*
- (VTI) declarative simple sentences involving a direct object using I (IS), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object *niwâpahten* *tehtapiwin*, *kiwâpahten* *tehtapiwin*, *wâpahtam* *tehtapiwin* and progressive form *ewâpahtamân* *tehtapiwin*, *ewâpahtaman* *tehtapiwin*, *ewâpahtahk* *tehtapiwin*
- affixes to indicate noun size: big/large (*misti-*, *misi-*, *mahki-*); small suffix (*-sis*)
- indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak*, *pikwâwiyak*, *namâwiyak*, *kahkiyaw*, *awiyak*, *kikway*, *pikokikway*, *namakikway*, *kahkiyaw*, *kikway*

(continued)

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 4 (Twelve-year Program)

Grade 5 (Twelve-year Program)

- commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S);
nihtohtawin, nihtohtawik
- simple sentence using locative noun suffix acts as a preposition *ohk, hk, ihk* in the, on the, to the, at the, from the *atâwew'kamikohk, ôtenâhk, tehtapiwinihk*
- nominalizer, changing an action word only (VAI) to an inanimate (NI) noun adding suffix *-win* to the verb: *micisowin*
- colour descriptors for plural (VAI) animate *wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa ewâpiskâki tehtapiwina*

Grade 6 (Twelve-year Program)

- preverbal particles attach commands requests to subject, action (VAI) simple sentence: *pehapi*
- tense markers *kî*-past tense, *nikihapiin; ka-* future definite (will), *nikâpin; wî-* future intentional marker (going to), *niwîhapiin*

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 4 (Twelve-year Program)

Students will be able to:

c. use, independently and consistently,⁶ the following grammatical elements:

- personal pronoun singular emphatic “too” form *nista*, *kîsta*, *wîsta*
- noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) *niminôsimak*, *kitehtapiwina*, *ominôsimak*; (NI) *nitehtapiwina*, *kiminôsimak*, *otehtapiwina*
- commands or requests using (VAI) plural action words for you, all of you and all of us; e.g., *api*, *apik*, *apitân*
- demonstrative pronouns *ana*, *naha*, *anima*, *nema* to distinguish and refer to that animate (NA) or inanimate (NI) specific noun

Grade 5 (Twelve-year Program)

- personal pronoun plural *niyânân*, *kîyânaw*, *kîyawâw*, *wîyawâw*
- (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin*, *kitapin*, *apiw* and progressive action *ehapiyân*, *ehapiyan*, *ehapit*

Grade 6 (Twelve-year Program)

- demonstrative pronouns *ôki*, *aniki*, *neki*, *ôhi*, *anihi*, *nehi* to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nouns
- noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P) all of ours (2I), yours (2P), theirs (3P): (NA) *niminôsiminân*, *kiminôsiminaw*, *kiminôsimiwâw*, *ominôsimiwâw*; (NI) *nitehtapiwininân*, *kitehtapiwininaw*, *kitehtapiwiniwâw*, *otehtapiwiniwâw*
- (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words *nitapinân*, *kitapinaw*, *kitapinâwâw*, *apiwak* and progressive action form *ehapiyâhk*, *ehapiyahk*, *ehapiyek*, *ehapicik*/*ehapitwâw*
- commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); *nitohtawin*, *nitohtawik*
- simple sentence using locative noun suffix acts as a preposition *ohk*, *hk*, *ihk* in the, on the, to the, at the, from the
- nominalizer, changing an action word only (VAI) to an inanimate (NI) noun adding suffix *-win* to the verb: *mîcisowin*
- colour descriptors for plural animate (VAI) *wâpiskisiwak* *ewâpiskisicik* *ewâpiskisitwâw* *minôsak* and (VII) inanimate nouns *wâpiskâwa* *ewâpiskâki* *tehtapiwina*

LC-1.4
grammatical elements

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ programming.

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(Okiskinamawakanak k̄a nihtā nehiya wewak.)

LC-1 attend to the form of the language

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. enunciate unfamiliar words independently and confidently | a. use intonation, stress and rhythm appropriately in familiar situations | a. speak clearly and coherently in a variety of situations |
| LC-1.2 orthography | a. use basic spelling patterns consistently in writing familiar words and phrases | a. apply basic spelling patterns consistently in writing familiar words | a. apply spelling rules and writing conventions consistently and accurately |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • fashion • peers and friendship • extracurricular activities • cooking • living things • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • going out • healthy living • our land • family traditions • crafts • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • trades and professions • community service/ volunteering • peoples that make up Canada • safety • nature • any other lexical fields that meet their needs and interests |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4 grammatical elements

Grade 7 (Twelve-year Program)

Students will be able to:

a. use, in modelled situations,⁷ the following grammatical elements:

- (VTI) declarative statement simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object *niwâpahtenân, kiwâpahtenaw, kiwâpahtenâwâw, wâpahtam'wak* and progressive form *ewâpahtamâhk, ewâpahtamahk, ewâpahtamek, ewâpahtahkik*
- compounding a verb and noun together to form a new action word: *nipostayiwinişân, niteyistikwânân, niketasâkân*
- weather verbs in past, future tenses *wîmispon, kîmiskpon*
- time passage/conditional marker
- days of the week along with past and future tense markers for I and you: *kâniyânanokîsikâk nikihitohtân otenâhk niyânanokîsikâki cî kiwihitohtân otenâhk*
- hypothetical, dependent clause a subjunctive clause for action only (VAI) using if *mîcisoyâni, mîcisoyani, mîcisoci* and for when *kâmîcisoyân, kâmîcisoyan, kâmîcisot* for I (1S), you (2S), him/her (3S)
- commands or requests (Imperatives VTI) for an action word involving an inanimate object for you, all of you, all of us: *kitâpahta, kitâpahtamok, kitâpahtetân*

Grade 8 (Twelve-year Program)

- weather verbs (VII) in past, future tense *wîmispon, kîmiskpon*
- time passage/conditional marker
- weather verbs (VII) in the subjunctive mode: when for past tense *nikikiwân kâkimowahk, kikiwew kâkimowaniyik*; if is used for future tense *nikakiwân kîspin sâkasteki, kakiwew kîspin sâkasteyiki*
- days of the week along with past and future tense markers for I and you: *kâniyânanokîsikâk nikihitohtân otenâhk niyânanokîsikâki cî kiwihitohtân otenâhk*
- hypothetical, dependent clause a subjunctive clause for an action word only (VAI) using if *mîcisoyâni, mîcisoyani, mîcisoci* and for when *kâmîcisoyân, kâmîcisoyan, kâmîcisot* for I (1S), you (2S), him/her (3S)
- (VTA) declarative statement simple sentence involving an animate (NA) object/goal for I (1S), you (2S), him/her (3S) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal *niwâpamâw minôs, kiwâpamâw minôs, wâpamew minôs* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs*

Grade 9 (Twelve-year Program)

- simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) subject and I→you (1S→2S), you→me (2S→1S) markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative *niwâpamâw minôs, kiwâpamâw minôs, wâpamew minôs, kiwâpamitin, kiwâpamin* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs, ewâpamitan, ewâpamiyan*
- time passage/conditional marker
- weather verbs in the subjunctive mode: when for past tense *nikikiwân kâkimowahk, kikiwew kâkimowaniyik*; if is used for future tense *nikakiwân kîspin sâkasteki, kakiwew kîspin sâkasteyiki*
- descriptive words (VII) for inanimate objects *apisâsin/ehapisâsik tehtapiwin apisâsinwa/ehapisâsiki tehtapiwin apisâsiniyiw/ehapisâsiniyik otehtapiwin apisâsiniyiwa/ehapisâsiniyiki otehtapiwina*

(continued)

7. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihîā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 7 (Twelve-year Program)

- change in discourse: using the tense marker *ka-* (future definite “will”) in the progressive form of the verb changes the meaning from “will” to “to,” creating a noun phrase
nimiyweyihten kanimihitoyân;
nimiyweyihten kakihokawak;
nimiyweyihten kamûciyân
mûcimâpoy

Grade 8 (Twelve-year Program)

- descriptive words (VII) for inanimate (NI) objects both singular and plural
apisâsin/ehapisâasik
tehtapiwin
apisâsinwa/ehapisâsiki
tehtapiwin
apisâsinîyiw/ehapisâsinîyik
otehtapiwin
apisâsinîyiwa/ehapisâsinîyiki
otehtapiwina
- change in discourse: using the tense marker *ka-* (future definite “will”) in the progressive form of the verb changes the meaning from “will” to “to,” creating a noun phrase
nimiyweyihten kanimihitoyân;
nimiyweyihten kakihokawak;
nimiyweyihten kamûciyân
mûcimâpoy
- emphasize continuous action by using reduplicative prefix marker; replaces the use of particles always and forever
ninânestosin; nitâhitohtân
otenâhk; nitâhiteyihten

Grade 9 (Twelve-year Program)

- reduplicative prefix marker emphasizes continuous action, replaces the use of particles always and forever
ninânestosin; nitâhitohtân
otenâhk; nitâhiteyihten
- reflexive marker, doing an action for oneself for action only (VAI) for I (1S), you (2S), he/she (3S), we (1P), all of us (2I), all of you (2P), they (3P) using “*stamâso*”, *maso* (reflexive marker)
- (VAI→VTA) changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model
wicinikamôm; wîtatoskem
- (VAI→VTA) someone doing an action for someone for action only words (VAI) the element *sta* and the suffix marker *maw* are added to the action word and then changes the meaning to an action word involving a 3S object/goal (VAI-Benefactive) *nikamôstamaw;*
atoskestamaw
- sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause
n'taw'mîy ana nâpew
kânikaniot; petamawin anima
masinahikan kâmihiwâk

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 7 (Twelve-year Program)

Students will be able to:

b. use, in structured situations,⁸ the following grammatical elements:

- (VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate object *niwâpahten tehtapiwin*, *kiwâpahten tehtapiwin*, *wâpahtam tehtapiwin* and progressive form *ewâpahtamân tehtapiwin*, *ewâpahtaman tehtapiwin*, *ewâpahtahk tehtapiwin*
- preverbal particles attach commands/requests to subject, action simple sentence *pehapi*, *ninohtehapin*, *enohtehapin*, *nikahihapin cî*
- tense markers: *kî*-past tense, *nikihapin*; *ka*-future definite (will), *nikahapin*; *wî*-future intentional marker (going to), *niwîhapin*
- nominalizer, changing an action word involving an inanimate to a noun by adding suffix *-mowin* to the base form: *iteyihitamowin*

Grade 8 (Twelve-year Program)

- simple sentences involving a direct object using *we* (1P), *us* (2I), *you* (2P), *they* (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative statement form *niwâphptenân tehtapiwin*, *kiwâpahtenaw tehtapiwin*, *kiwâpahtenâwâw tehtapiwin*, *wâpahtamwak tehtapiwin* and progressive form *ewâpahtamâhk tehtapiwin*, *ewâpahtamâhk tehtapiwin*, *ewâpahtamek tehtapiwin*, *ewâpahtahkik tehtapiwin*
- compounding a verb and noun together to form a new action word: *nipostayiwinişân*, *niteyistikwânân*, *niketasâkân*
- commands or requests for an action word involving an inanimate object (VTI) for you (2S), all of you (2P), all of us (2I): *kitâpahta*, *kitâpahtamok*, *kitâpahtetân*

Grade 9 (Twelve-year Program)

- (VTI) declarative, simple sentences involving a direct object using *we* (1P), *all of us* (2I), *all of you* (2P), *they* (3P) subject markers along with an action word involving an inanimate object *niwâphptenân tehtapiwin*, *kiwâpahtenaw tehtapiwin*, *kiwâpahtenâwâw tehtapiwin*, *wâpahtam 'wak tehtapiwin* and *ewâpahtamâhk tehtapiwin*, *ewâpahtamâhk tehtapiwin* and progressive form *ewâpahtamâhk tehtapiwin*, *ewâpahtam 'yit*
- compounding a verb and noun together to form a new action word: *nipostayiwinişân*, *niteyistikwânân*, *niketasâkân*
- time passage/conditional marker
- days of the week along with past and future tense markers for I and you: *kânîyânânokîsikâk nîkîhitohţân otenâhk nîyânânokîsikâkî cî kiwîhitohţân ôtenâhk*
- hypothetical phrase dependent clause a subjunctive clause action words (VAI) using *if* *mîcisoyâni*, *mîcisoyani*, *mîcisoci* and *for when* *kâmîcisoyân*, *kâmîcisoyan*, *kâmîcisot* for I (1S), you (2S), him/her (3S)
- change in discourse: using the tense marker *ka*- (future definite "will") in the progressive form of the verb changes the meaning from "will" to "to," creating a noun phrase *nîmîyweyihţen kanîmîhitohţân*; *nîmîyweyihţen kakîhokawak*; *nîmîyweyihţen kamîciyân mîcimâpoy*

(continued)

8. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|--------------------------------|---|---|---|
| LC-1.4 grammatical elements | <i>Students will be able to:</i> | | |
| | c. use, independently and consistently, ⁹ the following grammatical elements: | | |
| | <ul style="list-style-type: none">• noun affixes to indicate size: big/large prefixes (<i>misti-</i>, <i>mis-</i>, <i>mahki-</i>); small suffix (<i>-sis</i>)• indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak</i>, <i>pikwâwiyak</i>, <i>namâwiyak</i>, <i>kahkiyaw</i>, <i>awiyak</i>, <i>kikway</i>, <i>pikokikway</i>, <i>namakikway</i>, <i>kahkiyaw</i>, <i>kikway</i> | <ul style="list-style-type: none">• tense markers: <i>kî</i>-past tense, <i>nikîhapîn</i>; <i>ka</i>-future definite (will), <i>nikâpîn</i>; <i>wî</i>-future intentional marker (going to), <i>niwîhapîn</i>• (VII) nominalizer, changing an action word involving an inanimate to a noun by adding suffix <i>-mowin</i> to the base form: <i>iteyihdamowin</i> | <ul style="list-style-type: none">• commands or requests for an action word involving an inanimate object (VTI) for you (2S), all of you (2P), all of us (2I): <i>kitâpahta</i>, <i>kitâpahtamok</i>, <i>kitâpahtetân</i>• weather verbs (VII) in past, future tense <i>wimispon</i>, <i>kîmiskpon</i> |

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

9. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-1 attend to the form of the language

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

| | | | |
|-----------------------|--|--|--|
| LC-1.1 phonology | a. produce, with ease, the essential sounds, stress, rhythm and intonation patterns, where rehearsal is possible | a. produce, with ease and spontaneity, the essential sounds, stress, rhythm and intonation patterns | a. speak with clear, comprehensible pronunciation, intonation, stress and rhythm in rehearsed and spontaneous situations |
| LC-1.2 orthography | a. read and write Roman and/or syllabic orthography | a. read and write Roman and/or syllabic orthography consistently and accurately | a. read and write Roman and/or syllabic orthography consistently and accurately |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • sports • caring for the land • family roles • communicating • health practices • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • media • social life • hunting and gathering, trapping and fishing • consumerism • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • future plans • technology • art • environment • independent living • any other lexical fields that meet their needs and interests |

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

a. use, in modelled situations,¹⁰ the following grammatical elements:

LC-1.4 grammatical elements

- reflexive marker doing an action for oneself for action only (VAI) for I (1S), you (2S), he/she (3S), we (1P), all of us (2I), all of you (2P), they (3P) using “*sto-mâso*” *atoskestamâso*
- (VAI→VTA) changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and “with” relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm*; *wîatosken*
- benefactive (VAI→VTA) someone doing an action for someone: for action only words the element *sto* and the suffix marker *maw* are added to the action word (VAI) and this changes the meaning to an action word involving a 3S object/goal (VTA) *nikamôstamaw*; *atoskestamaw*
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause *n'taw'niy ana nâpew kânikamot*; *petamowin anima masinahikan kâmihkwâk*
- (VTA) declarative simple sentences involving an object/goal for we (1P→3S), all of us (2I→3S), all of you (2P→3S), they (3P→3') subject markers along with an action word involving an animate (NA) his/her (3S) object/goal *niwâpamânân minôs*, *kiwâpamânaw minôs*, *kiwâpomôwâw minôs* and progressive form *ewâpamâyâhk minôs*, *ewâpamâyahk minôs*, *ewâpamâyek minôs* *ewâpamôcîk minôsa*
- indefinite actor form sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI) *mîcisonâniwîw/emîcîsohk*
- benefactive (VTI/VTA) someone doing an action for someone: only words involving animate or inanimate objects/goals and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VTA) (VTI→VTA): *peyihisinomaw*, *petamaw*, *nâtamaw*
- benefactive (VTI/VTA) someone doing an action for someone: only words involving animate or inanimate objects/goals and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VTA) (VTI→VTA): *peyihisinomaw*, *petamaw*, *nâtamaw*
- (VTA Inverse) simple sentence structure where a 3S animate noun is the subject and I (1S), you (2S) and him/her/them or any references to a third person are the goals 3S→1S; 3S→2S; 3S→3' in declarative statement form *niwâpamik nitôtêm*, *kiwâpamik kitôtêm*, *wâpamik otôtêma* and progressive form *ewâpamît nitôtêm*, *ewâpamisk kitôtêm*, *ewâpamikot otôtêma*

(continued)

10. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Cree Language and Culture 10-12Y

- (VTA) simple sentences involving an object/goal for we (1P), us (2I), you (2P), they (3P) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal in declarative form

niwâpamânân minôs,

kiwâpamânaw minôs,

kiwâpamâwâw minôs and

progressive form

ewâpamâyâhk minôs,

ewâpamâyahk minôs,

ewâpamâyek minôs

ewâpamâcik minôsa

- indefinite actor form sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI)

mîcisonâniwîw/emîcîsohk

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

b. use, in structured situations,¹¹ the following grammatical elements:

LC-1.4 grammatical elements

- (VTA) simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) I→you (1S→2S) you→me (2S→1S) subject markers along with an action word involving an animate his/her object/goal in declarative form *niwâpamâw minôsa*, *kiwâpamâw minôs*, *wâpamew minôsa*, *kiwâpamitin*, *kiwâpamitu* and progressive form *ewâpamat minôs ewâpamak minôsa*, *ewâpamât minôs*, *ewâpamitân*, *ewâpamiyan*
- past time passage/conditional marker
- (VII) weather verbs in the subjunctive mode: when for past tense *nikikiwân kâkimowahk*, *kikîwew kâkimowaniyik*; if is used for future tense *nikakiwân kîspin sâkasteki*, *kakîwew kîspin sâkasteyiki*
- past/future time passage/conditional markers
- weather verbs in the past tense *nikikiwân kâkimowahk*, *kikîwew kâkimowaniyik*; if is used for future tense *nikakiwân kîspin sâkasteki*, *kakîwew kîspin sâkasteyiki*
- (VTA) simple sentence involving an object/goal for I, you, him/her subject markers along with an action word involving an animate his/her object/goal in declarative form *niwâpamâw minôs*, *kiwâpamâw minôs*, *wâpamew minôs*, *kiwâpamitin*, *kiwâpamin* and progressive form *ewâpamat minôs*, *ewâpamak minôs*, *ewâpamât minôs*, *ewâpamitân*, *ewâpamiyan*
- reflexive marker (VAI) doing an action for oneself for action only for I, you, he/she, we, all of us, all of you, they using “*stamâso*” *atoskestamâso*
- (VAI→VTA) benefactive changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm*; *wîtatoskem*
- doing an action for oneself a reflexive marker (VAI) for action only for I, you, he/she, we, all of us, all of you, they using “*sta-mâso*”
- (VAI→VTA) benefactive changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm*; *wîtatoskem*
- someone doing an action for someone: for action only words the element *sta* and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VAI→VTA) (Benefactive) *uikamôstamaw*; *atoskestamaw*
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause *u'taw'miy ana nâpew kânikamot*; *petamawin anima masinahikan kâmihtwâk*

(continued)

11. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Cree Language and Culture 10-12Y

- descriptive words (VII) for inanimate (NI) objects
apisâsin/ehapisâasik
tehtapiwin
apisâsinwa/ehapisâsiki
tehtapiwin apisâsiniyw/
ehapisâsiniyik otehtapiwin
apisâsiniyiwa/ehapisâsiniyiki
otehtapiwina mâyispakwan
- reduplicative prefix emphasizes continuous action; marker replaces the use of particles always and forever
ninânestosin; nitâhitohtân
ôtenâhk; nitâhiteyihten

Cree Language and Culture 20-12Y

- (VAI) (benefactive) someone doing an action for someone: for action only words the element *sta* and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal
nikamôstamaw;
atoskestamaw;
ninikamôstamawâw/
enikamôstamawak
nitatoskestamawâw/
ehatoskestamawak
- change in discourse: relative clause in object noun phrase
- sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause
n'taw'miy ana nâpew
kânikamot; petamawin
anima masinahikan
kâmihkwâk

Cree Language and Culture 30-12Y

- simple sentences involving an object/goal for we (1P→3S), all of us (2I→3S), all of you (2P→3S), they (3P→3')
- subject markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative and progressive form
- indefinite actor form
- sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI)
mîcisonâniwiw/emîcisohek

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

c. use, independently and consistently,¹² the following grammatical elements:

LC-1.4
grammatical elements

- compounding a verb and noun together to form a new action word:
nipostayiwiniśān;
niteyistikwānān;
niketasākān
- dependent clause a subjunctive clause using when and if for I, you, him/her
- change in discourse: using the tense marker *ka-* (future definite “will”) in the progressive form of the verb changes the meaning from “will” to “to,” creating a noun phrase
nimiýweyihten kanimihitoyān;
nimiýweyihten kakihokawak;
nimiýweyihten kamiciyān
mīcimāpoy

- descriptive words (VII) for inanimate objects
apisāsīn/ehapisāsīk
tehtapiwīn apisāsīnwa/
ehapisāsīki tehtapiwīn
apisāsīniyiw/ehapisāsīniyik
otehtapiwīn apisāsīniyīwa/
ehapisāsīniyiki otehtapiwīna
- emphasize continuous action by using reduplicative prefix marker; replaces the use of particles always and forever
ninānestosīn; nitāhitohtān
otenāhk; nitāhiteyihten

- simple sentence involving an object/goal for I, you, him/her subject markers along with an action word involving an animate his/her object/goal in declarative form *niwāpamāw minōsa,*
kiwāpamāw minōs,
wāpamew minōsa,
kiwāpamītin, kiwāpamīn and progressive form
ewāpamat minōs ewāpamak minōs, ewāpamīāt minōs,
ewāpamītān, ewāpamīyan
- past/future time passage/conditional markers
- weather verbs in the subjunctive mode: when for past tense *nikikiwān*
kākimowahk, kikiwew
kākimowanīyik; if is used for future tense *nikakiwān*
kīspin sākasteki, kakīwew
kīspin sākasteyiki

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ programming.

12. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|--|---|---|---|
|--|--|---|---|---|

Students will be able to:

| | | | | |
|--------------------------------------|--|---|--|---|
| LC-2.1 listening | a. understand simple spoken words and phrases in guided situations | a. understand simple spoken sentences in guided situations | a. understand simple spoken sentences in guided situations | a. understand short, simple oral texts in guided situations |
| LC-2.2 speaking | a. produce simple spoken words and phrases in guided situations | a. produce simple spoken words and phrases in guided situations | a. produce simple spoken sentences in guided situations | a. produce simple spoken sentences in guided situations |
| LC-2.3 interactive fluency | a. engage in simple interactions, using isolated words | a. engage in simple interactions, using short, isolated phrases | a. engage in simple interactions, using simple sentences | a. engage in simple interactions, using simple sentences |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| LC-2.1 listening | a. understand a variety of short, simple oral texts in guided situations | a. understand short, simple oral texts in guided and unguided situations | a. understand a variety of short, simple oral texts in guided and unguided situations |
| LC-2.2 speaking | a. produce a series of simple spoken sentences in guided situations | a. produce short, simple oral texts in guided situations | a. produce a variety of short, simple oral texts in guided situations |
| LC-2.3 interactive fluency | a. engage in simple, structured interactions | a. engage in simple interactions, using simple sentences and/or phrases | a. engage in short, spontaneous exchanges, with pauses to formulate oral text and self-correct |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|----------------------------------|--|---|---|
| <i>Students will be able to:</i> | | | |
| LC-2.1 listening | a. understand short oral texts on familiar topics, in guided situations | a. understand short oral texts on unfamiliar topics, in guided situations | a. understand the main point and some supporting details of lengthy oral texts on familiar topics, in guided situations |
| LC-2.2 speaking | a. produce short oral texts in guided and unguided situations | a. produce a variety of short, simple oral texts in guided and unguided situations | a. produce short oral texts on unfamiliar topics, in guided situations |
| LC-2.3 interactive fluency | a. manage short interactions with ease, with pauses to formulate oral text and to self-correct | a. manage simple, routine interactions with ease, asking for repetition or clarification when necessary | a. manage simple, routine interactions with ease |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| LC-2.1 listening | a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations | a. understand a variety of lengthy oral texts on familiar topics, in guided situations | a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations |
| LC-2.2 speaking | a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations | a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations | a. produce a variety of lengthy oral texts on familiar topics, in guided situations |
| LC-2.3 interactive fluency | a. sustain lengthy interactions comprehensibly, with pauses to formulate oral text and to self-correct | a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions | a. converse with ease in routine and nonroutine situations |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

LC-3 interpret and produce written and visual texts

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|------------------------|---|---|--|--|
| LC-3.1 reading | a. understand simple written words and phrases in guided situations | a. understand simple written sentences in guided situations | a. understand a series of simple written sentences in guided situations | a. understand short simple written texts in guided situations |
| LC-3.2 writing | a. produce simple written words and phrases in guided situations | a. produce simple written words and phrases in guided situations | a. produce simple written words and phrases in guided situations | a. produce simple written sentences in guided situations |
| LC-3.3 viewing | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations |
| LC-3.4 representing | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄ nihtā nehiya wewak.*)

LC-3 interpret and produce written and visual texts

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 reading | a. understand a variety of short, simple written texts in guided situations | a. understand short, simple written texts in guided and unguided situations | a. understand a variety of short, simple written texts in guided and unguided situations |
| LC-3.2 writing | a. produce simple written sentences in guided situations | a. produce short, simple written texts in guided situations | a. produce a variety of short, simple written texts in guided situations |
| LC-3.3 viewing | a. derive meaning from the visual elements of a variety of media, in guided situations | a. derive meaning from the visual elements of a variety of media, in guided and unguided situations | a. derive meaning from the visual elements of a variety of media, in guided and unguided situations |
| LC-3.4 representing | a. express meaning through the use of visual elements in a variety of media, in guided situations | a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations | a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

LC-3 interpret and produce written and visual texts

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 reading | a. understand short written texts on unfamiliar topics, in guided situations | a. understand short written texts on unfamiliar topics, in guided situations | a. understand the main point and some supporting details of lengthy written texts on familiar topics, in guided situations |
| LC-3.2 writing | a. produce short, simple written texts in guided and unguided situations | a. produce a variety of short, simple written texts in guided and unguided situations | a. produce short written texts on unfamiliar topics, in guided situations |
| LC-3.3 viewing | a. derive meaning from multiple visual elements in a variety of media, in guided situations | a. derive meaning from multiple visual elements in a variety of media, in guided and unguided situations | a. propose several interpretations of the visual elements of a variety of media, in guided situations |
| LC-3.4 representing | a. express meaning through the use of multiple visual elements in a variety of media, in guided situations | a. express meaning through the use of multiple visual elements in a variety of media, in guided and unguided situations | a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihitā nehiya wewak.*)

LC-3 interpret and produce written and visual texts

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 reading | a. understand the main point and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations | a. understand a variety of lengthy written texts on unfamiliar topics, in guided situations | a. understand a variety of lengthy written texts on familiar topics, in guided and unguided situations |
| LC-3.2 writing | a. produce lengthy written texts on familiar topics, providing some details to support the main point, in guided situations | a. produce a variety of lengthy written texts on familiar topics, in guided situations | a. produce lengthy written texts on a variety of familiar and unfamiliar topics, providing some details to support the main point, in guided and unguided situations |
| LC-3.3 viewing | a. identify the purposes, intended audiences, messages and points of view of a variety of visual media, in guided situations | a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations | a. examine a variety of visual media, in guided and unguided situations |
| LC-3.4 representing | a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations | a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations | a. explore a variety of techniques and conventions used to express meaning in visual media, in guided and unguided situations |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄ nihtā nehiya wewak.*)

LC-4 apply knowledge of the sociocultural context

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|-----------------------------------|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| LC-4.1 register | a. speak at a volume appropriate to classroom situations b. recognize and use some forms of address denoting respect | a. respond to tone of voice | a. distinguish between formal and informal situations | a. recognize that some topics, words or intonations are inappropriate in certain contexts |
| LC-4.2 expressions | a. imitate age-appropriate expressions | a. imitate age-appropriate expressions | a. understand and use some simple expressions as set phrases | a. understand and use a variety of simple expressions as set phrases |
| LC-4.3 variations in language | a. experience a variety of voices | a. experience a variety of voices | a. acknowledge individual differences in speech | a. accept individual differences in speech |
| LC-4.4 social conventions | a. imitate and use simple routine social interactions | a. use basic social expressions appropriate to the classroom | a. use basic politeness conventions | a. use appropriate oral forms of address for people frequently encountered |
| LC-4.5 nonverbal communication | a. imitate some common nonverbal behaviours | a. understand the meaning of and imitate some common nonverbal behaviours | a. experiment with using some simple nonverbal means of communication | a. recognize that some nonverbal behaviours may be inappropriate in certain contexts |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskiuauawakauak kā nihtā nehīya wewak.*)

LC-4 apply knowledge of the sociocultural context

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|-----------------------------------|---|--|---|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. experiment with and use informal language in familiar contexts | a. use formal and informal language in familiar situations | a. identify socially appropriate language in specific situations |
| LC-4.2 expressions | a. use learned expressions in new contexts | a. use learned expressions to enhance communication | a. use learned idiomatic expressions correctly |
| LC-4.3 variations in language | a. experience a variety of accents and variations in speech | a. experience regional variations in language | a. recognize some common regional variations in language |
| LC-4.4 social conventions | a. recognize verbal behaviours that are considered impolite | a. recognize simple social conventions in informal conversations | a. recognize important social conventions in everyday interactions; e.g., shaking hands |
| LC-4.5 nonverbal communication | a. recognize appropriate nonverbal behaviours to use with people frequently encountered | a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact | a. use appropriate nonverbal behaviours in a variety of familiar contexts |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-4 apply knowledge of the sociocultural context

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|-----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. explore formal and informal uses of language in a variety of contexts | a. use suitable, simple formal language in a variety of contexts | a. explore differences in register between spoken and written texts |
| LC-4.2 expressions | a. use learned idiomatic expressions in a variety of contexts | a. examine the role of idiomatic expressions in culture | a. identify influences on idiomatic expressions |
| LC-4.3 variations in language | a. recognize other influences resulting in variations in language; e.g., age, gender, kinship | a. recognize other influences resulting in variations in language; e.g., occupation, level of education | a. recognize other influences resulting in variations in language; e.g., relationship with others involved in the interaction |
| LC-4.4 social conventions | a. interpret the use of social conventions encountered in oral and written texts | a. interpret and use important social conventions in interactions | a. interpret and use appropriate oral and written forms of address with a variety of audiences |
| LC-4.5 nonverbal communication | a. recognize nonverbal behaviours that are considered impolite | a. avoid nonverbal behaviours that are considered impolite | a. recognize various types of nonverbal communication |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nīltā nehīya wewak.*)

LC-4 apply knowledge of the sociocultural context

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|-----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. identify differences in register between spoken and written texts | a. adjust language to suit audience and purpose | a. use the appropriate level of formality with a variety of people in a variety of contexts |
| LC-4.2 expressions | a. interpret unfamiliar idiomatic expressions in a variety of contexts | a. explore and interpret idiomatic expressions in popular, contemporary culture | a. explore and interpret unfamiliar idiomatic expressions, and use learned idiomatic expressions appropriately in a variety of situations |
| LC-4.3 variations in language | a. identify some common regional or other variations in language | a. experiment with some variations in language | a. adapt to some variations in language |
| LC-4.4 social conventions | a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak | a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation | a. explore and use a variety of social conventions in a variety of situations |
| LC-4.5 nonverbal communication | a. use nonverbal communication techniques in a variety of contexts | a. use nonverbal communication techniques appropriately in a variety of contexts | a. use a variety of nonverbal communication techniques appropriately in a variety of contexts |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(Okiskinamawakanak kâ nihtā nehiya wewak.)

LC-5 apply knowledge of how the language is organized, structured and sequenced

| Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|---|--|--|---|--|
| LC-5.1 cohesion/ coherence | a. follow speech that uses simple link words | a. imitate speech that uses simple link words | a. sequence elements of a simple story, process or series of events | a. link words or groups of words in simple ways |
| LC-5.2 text forms | a. experience a variety of oral text forms | a. recognize some simple oral text forms | a. recognize some simple oral text forms | a. recognize some simple oral and print text forms |
| LC-5.3 patterns of social interaction | a. respond using very simple social interaction patterns | a. respond using very simple social interaction patterns | a. initiate simple social interaction patterns | a. initiate interactions, and respond using simple social interaction patterns |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|--|--|---|
| <i>Students will be able to:</i> | | | |
| LC-5.1 cohesion/ coherence | a. link several sentences coherently | a. recognize common conventions to structure texts | a. organize texts, using common patterns b. interpret simple references within texts |
| LC-5.2 text forms | a. recognize a variety of oral and print text forms | a. use some simple text forms in their own productions | a. recognize a variety of text forms delivered through a variety of media |
| LC-5.3 patterns of social interaction | a. use simple conventions to open and close conversations and manage turn taking | a. initiate interactions, and respond using a variety of social interaction patterns | a. initiate interactions, and respond using a variety of social interaction patterns |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

Grade 7 (Twelve-year Program)

Grade 8 (Twelve-year Program)

Grade 9 (Twelve-year Program)

Students will be able to:

| | | | |
|---|--|--|--|
| LC-5.1 cohesion/ coherence | a. organize texts to indicate steps in a procedure or directions to follow | a. use a variety of conventions to structure texts b. interpret and use references within texts | a. interpret texts that use patterns or chronological sequencing |
| LC-5.2 text forms | a. analyze and identify the organizational structure of a variety of text forms | a. use a variety of familiar text forms and media in their own productions | a. use a variety of familiar text forms and media in their own productions |
| LC-5.3 patterns of social interaction | a. initiate interactions, and respond using a variety of social interaction patterns | a. combine simple social interaction patterns to perform transactions and interactions | a. combine simple social interaction patterns to perform complex transactions and interactions |

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.

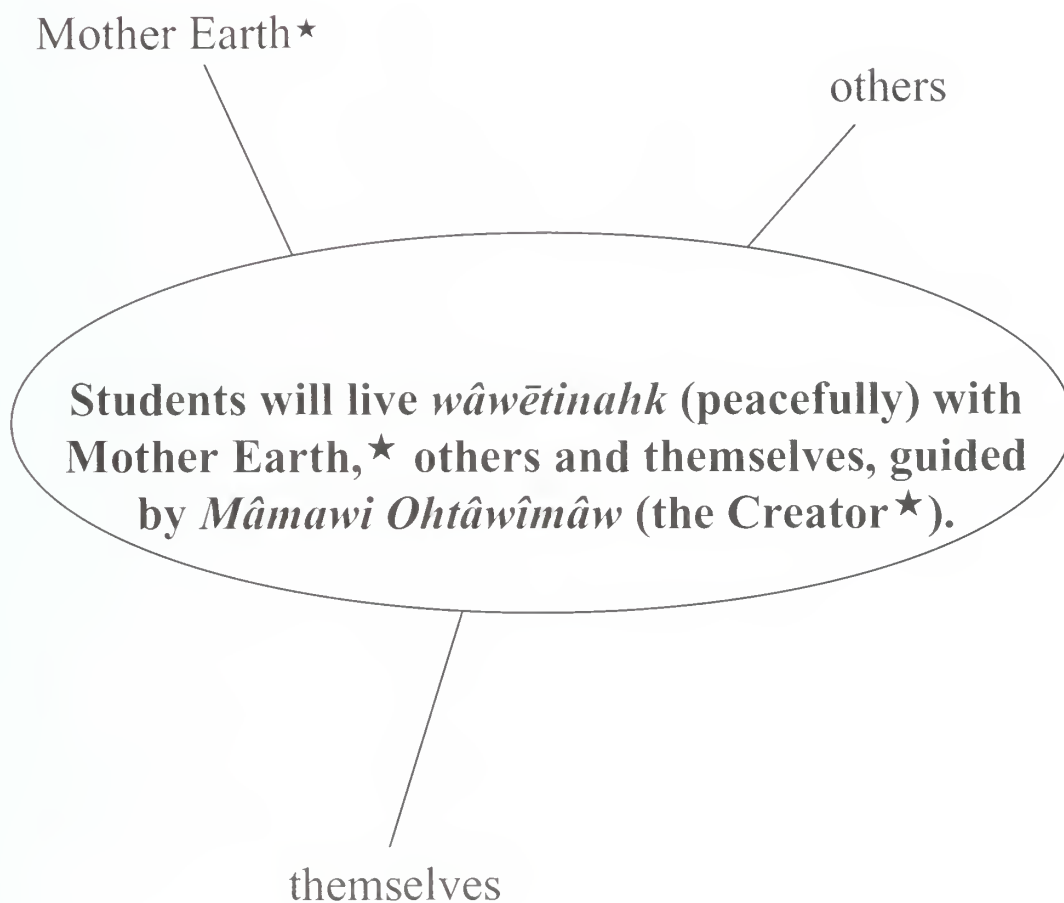
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|---|--|--|---|
| | <i>Students will be able to:</i> | | |
| LC-5.1 cohesion/ coherence | a. use a variety of references within texts | a. use appropriate words and phrases to show a variety of relationships within texts | a. link a series of ideas |
| LC-5.2 text forms | a. recognize a variety of extended text forms in a variety of media | a. analyze the way different media and purposes lead to differences in the way texts are organized and presented | a. use their knowledge of text forms to aid interpretation and enhance production of texts |
| LC-5.3 patterns of social interaction | a. combine simple social interaction patterns to perform complex transactions and interactions | a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions | a. use a wide range of social interaction patterns to deal with routine and some nonroutine transactions and interactions |



Community Membership



★ discretionary (see further details on p. 70)

COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of the students' Cree cultural development. These outcomes are grouped under three cluster headings – see the illustration on the preceding page. Each cluster is further broken down into five strands, which strive to build a specific knowledge, skill or value from Kindergarten to Grade 12. The five strands are as follows:

- relationships
- knowledge of past and present
- practices and products
- past and present perspectives
- diversity.

The terms “Mother Earth” and “Creator” are identified as discretionary terms in this program of studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâwawi Ohtâwîmâw* (the Creator★).

CM-1 Mother Earth★

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

| | | | | |
|--|--|---|---|---|
| CM-1.1 relationships | a. experience and explore Mother Earth★ | a. listen to stories about Mother Earth,★ and observe and experience Mother Earth★ | a. participate in harmonious activities and experiences related to Mother Earth★ | a. take care of Mother Earth★ |
| CM-1.2 knowledge of past and present | a. participate in activities and experiences that convey knowledge of past and present Mother Earth★ | a. participate in activities and experiences that convey knowledge of past and present Mother Earth★ | a. participate in activities and experiences that convey knowledge of past and present Mother Earth★ | a. explore a past/present Cree community |
| CM-1.3 practices and products | a. experience practices and products related to Mother Earth★ | a. observe and experience practices and products related to Mother Earth★ | a. participate in activities, experiences and practices related to Mother Earth★ | a. explore the practices and products related to Mother Earth★ of a specific region or community |
| CM-1.4 past and present perspectives | a. listen to stories about Mother Earth★ from the past and present, and explore change | a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★ | a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★ | a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★ |
| CM-1.5 diversity | a. listen to stories about Mother Earth★ from diverse Cree origins | a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★ | a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★ | a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★ |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mâniawî Ohtâwîmâw* (the Creator ★).

CM-1 Mother Earth ★

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|--|--|--|---|
| <i>Students will be able to:</i> | | | |
| CM-1.1 relationships | a. identify concrete ways in which to show respect for Mother Earth ★ | a. participate in activities that show care and respect for Mother Earth ★ | a. demonstrate leadership in caring for and respecting Mother Earth ★ |
| CM-1.2 knowledge of past and present | a. explore past and present Cree regions in Alberta | a. explore past and present Cree regions in Canada | a. identify and describe basic, key facts about some Cree geographical regions or communities |
| CM-1.3 practices and products | a. identify and describe some practices and products related to Mother Earth ★ of specific regions and communities | a. explore basic, key practices and products related to Mother Earth ★ | a. identify and describe basic, key practices and products related to Mother Earth ★ |
| CM-1.4 past and present perspectives | a. compare past and present Cree perspectives about Mother Earth ★ | a. explore past and present Cree values related to Mother Earth ★ | a. identify and examine traditional Cree perspectives and values related to Mother Earth ★ |
| CM-1.5 diversity | a. compare diverse Cree perspectives about Mother Earth ★ | a. explore diverse Cree values related to Mother Earth ★ | a. identify and examine diverse Cree perspectives and values related to Mother Earth ★ |

★ discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM-1 Mother Earth★

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|---|--|--|--|
| <i>Students will be able to:</i> | | | |
| CM-1.1 relationships | a. examine their own treatment of and attitudes toward Mother Earth★ | a. examine their own and others' treatment and attitudes toward Mother Earth★ | a. examine community and societal treatment of and attitudes toward Mother Earth★ |
| CM-1.2 knowledge of past and present | a. explore and examine aspects of Mother Earth★ | a. examine and identify changes that have occurred in their own community/land | a. examine and identify changes in other Cree communities |
| CM-1.3 practices and products | a. explore the significance of practices and products related to Mother Earth★ | a. understand the meaning and significance of some practices and products related to Mother Earth★ | a. understand the meaning and significance of a variety of practices and products related to Mother Earth★ |
| CM-1.4 past and present perspectives | a. examine their own perspectives and views related to Mother Earth★ | a. examine and compare perspectives and views related to Mother Earth★ | a. explore a variety of perspectives related to the treatment of Mother Earth★ |
| CM-1.5 diversity | a. examine diverse perspectives and views related to Mother Earth★ | a. examine and compare diverse perspectives and views related to Mother Earth★ | a. explore a variety of perspectives related to Mother Earth★ |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwētiuahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mânuawi Ohtâwîmâw* (the Creator ★).

CM-1 Mother Earth ★

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|---|--|---|--|
| CM-1.1 relationships | a. explore and identify ways in which to live in harmony with Mother Earth ★ | a. reflect on personal beliefs, attitudes, understandings and practices related to Mother Earth ★ | a. understand, respect and value Mother Earth ★ |
| CM-1.2 knowledge of past and present | a. explore and examine the impact of traditional treatment of Mother Earth ★ on their own contemporary community | a. reflect on past traditional treatment of Mother Earth ★ | a. respect and understand how knowledge of past and present interaction with Mother Earth ★ affects Canada |
| CM-1.3 practices and products | a. identify, describe and practise protocols related to Mother Earth ★ | a. understand and value the meaning of protocols related to Mother Earth ★ | a. understand, value and respect Cree practices and products related to Mother Earth ★ |
| CM-1.4 past and present perspectives | a. examine a variety of perspectives related to the treatment of Mother Earth, ★ and examine the impacts of these perspectives | a. identify and celebrate positive perspectives related to Mother Earth ★ | a. respect traditional and contemporary views and perspectives of Mother Earth ★ |
| CM-1.5 diversity | a. accept others' diverse viewpoints related to Mother Earth ★ | a. value and respect others' diverse viewpoints related to Mother Earth ★ | a. accept, value and respect others' diverse viewpoints related to Mother Earth ★ |

★ discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mâmwî Ohtâwîmâw* (the Creator★).

CM-2 others

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---|--|--|---|--|
| <i>Students will be able to:</i> | | | | |
| CM-2.1 relationships | a. share with others, and recognize that others are a part of their own living world/kinship system | a. listen respectfully to others; e.g., storytelling, counsel, sharing circle | a. contribute to and cooperate in activities with others, and practise friendliness | a. practise consideration and helpfulness toward others |
| CM-2.2 knowledge of past and present | a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations | a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations | a. explore a past and present Cree community; e.g., their people, practices, products, beliefs | a. explore a past and present Cree community; e.g., their people, practices, products, beliefs |
| CM-2.3 practices and products | a. observe and participate in a group in Cree cultural experiences, practices and activities | a. observe and participate in a group in Cree cultural experiences, practices and activities | a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities | a. explore Cree community cultural practices and products |
| CM-2.4 past and present perspectives | a. listen to stories from the past and present, and explore change | a. listen to stories from the past and present, and explore change | a. observe and participate in activities, experiences and product development that reflect the past and present; and explore change | a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change |
| CM-2.5 diversity | a. observe and explore the unique qualities of others | a. observe and explore the unique qualities of others | a. identify the unique qualities of others; e.g., family | a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmwî Ohtâwîmâw* (the Creator★).

CM-2 others

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|--|--|--|
| <i>Students will be able to:</i> | | | |
| CM-2.1 relationships | a. respect others (e.g., property, thoughts), and practise humility | a. form positive relationships with others; e.g., peers, family, Elders | a. form meaningful special relationships with others; e.g., girl-aunt relationships, joking relationships, same name |
| CM-2.2 knowledge of past and present | a. explore past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals | a. explore past and present Cree people, practices, products and beliefs in Canada | a. explore key Cree historical and contemporary events, figures and developments; e.g., treaties, Big Bear |
| CM-2.3 practices and products | a. explore tribal or regional Cree cultural practices and products | a. explore cultural practices and products of Cree peoples in Canada | a. identify and describe key Cree cultural practices and products |
| CM-2.4 past and present perspectives | a. examine past and present perspectives and values, and examine change | a. examine past and present perspectives and values, and examine change | a. identify and explore past and present perspectives and values, and celebrate change |
| CM-2.5 diversity | a. explore characteristics of different Cree-speaking peoples in Canada | a. compare characteristics of Cree-speaking peoples in Canada | a. explore Cree-speaking cultural groups as part of larger Aboriginal communities |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Māmawī Ohtāwîmāw* (the Creator★).

CM-2 others

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| CM-2.1 relationships | a. form and maintain authentic, respectful relationships with others; i.e., opposite sex | a. accept and value differences in group and individual settings, and appreciate the skills and talents of others | a. participate in creating consensus while working with others, and encourage and help others |
| CM-2.2 knowledge of past and present | a. explore key Cree historical and contemporary events, figures and developments; e.g., residential schools, Elijah Harper, Louis Riel | a. identify key Cree historical and contemporary events, figures and developments; e.g., local government, reserve system and leadership styles | a. identify key Cree historical and contemporary events, figures and developments; e.g., government styles |
| CM-2.3 practices and products | a. explore the significance of Cree cultural practices and products | a. understand the meaning and significance of some Cree cultural practices and products | a. understand the meaning and significance of a variety of Cree cultural practices and products |
| CM-2.4 past and present perspectives | a. explore and identify basic, key Cree perspectives and values | a. examine basic, key Cree perspectives and values | a. explore traditional and contemporary Cree perspectives and values |
| CM-2.5 diversity | a. appreciate and respect similarities and differences in others | a. identify and discuss similarities and differences in others, and examine stereotyping | a. examine and discuss similarities and differences, and examine stereotyping |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wāwētinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Māmawi Ohtāwîmāw* (the Creator★).

CM-2 others

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| CM-2.1 relationships | a. participate in following protocols relating to interaction in the community; i.e., requesting information from others | a. show leadership and mutual support | a. form positive and respectful relationships with a variety of other people |
| CM-2.2 knowledge of past and present | a. explore the impact of historical and contemporary Cree events, figures and developments on the immediate community; e.g., <i>Indian Act</i> | a. identify the impact of historical and contemporary Cree events, figures and developments on the immediate community; e.g., residential schools | a. explore how historical experiences of the Cree culture have shaped the contemporary Cree culture |
| CM-2.3 practices and products | a. reflect on the meaning and significance of a variety of Cree cultural practices and products to Cree peoples | a. examine the meaning and significance of a variety of Cree cultural practices and products to Cree peoples | a. respect and value the meaning and significance of a variety of Cree cultural practices and products to Cree peoples |
| CM-2.4 past and present perspectives | a. describe and understand traditional and contemporary Cree perspectives and values | a. recognize and appreciate traditional values and perspectives, and understand that Cree culture has evolved | a. respect and value traditional culture in contemporary society |
| CM-2.5 diversity | a. accept others' diverse viewpoints and practices | a. value and respect others' diverse viewpoints, practices and characteristics | a. accept, value and respect others' diverse viewpoints; and celebrate diversity of Cree-speaking peoples |

★ discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mâmwî Ohtâwîmâw* (the Creator ★).

CM-3 themselves

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|---|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| CM-3.1 relationships | a. represent themselves and their family, recognizing that they are part of the living world | a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people | a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school | a. express their own concept of themselves, and understand their own strengths and abilities |
| CM-3.2 knowledge of past and present | a. share about themselves and their family (traditions, nicknames, practices) | a. explore kinship | a. explore kinship and community | a. explore and examine family/community traditions and practices |
| CM-3.3 practices and products | a. observe and participate in Cree cultural experiences, practices and activities | a. observe and participate in Cree cultural experiences, practices and activities | a. observe and participate in Cree cultural experiences, practices and activities | a. observe and participate in Cree cultural experiences, practices and activities |
| CM-3.4 past and present perspectives | a. explore their own change, and listen to others' views and stories | a. express their own understanding of themselves and their family | a. express their own understanding of themselves, their family and their community; and explore others' perceptions | a. understand their own strengths and weaknesses |
| CM-3.5 diversity | a. explore and celebrate their own uniqueness; e.g., themselves, their family | a. observe, celebrate and recognize their own uniqueness; e.g., physical characteristics, kinship | a. identify and celebrate unique characteristics of family and community | a. identify and celebrate unique strengths and abilities |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wāwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Māmawi Ohtâwîmâw* (the Creator★).

CM-3 themselves

| | Grade 4 (Twelve-year Program) | Grade 5 (Twelve-year Program) | Grade 6 (Twelve-year Program) |
|---|--|---|---|
| <i>Students will be able to:</i> | | | |
| CM-3.1 relationships | a. explore various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves | a. identify influences on the development of their own self-concept and self-identity | a. reflect on various facets of self-identity |
| CM-3.2 knowledge of past and present | a. explore their family/community background—tribal affiliation/heritage, kinship | a. explore Cree peoples in Canada | a. explore Cree peoples in Canada |
| CM-3.3 practices and products | a. explore Cree cultural experiences, practices and products | a. explore Cree cultural experiences, practices and products | a. explore and identify Cree cultural experiences, practices and products |
| CM-3.4 past and present perspectives | a. explore others' perceptions of them | a. recognize that individuals change and that the way they see themselves changes | a. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping |
| CM-3.5 diversity | a. explore, identify and celebrate the unique characteristics of their own family and community | a. explore, identify and celebrate the unique characteristics of Cree peoples in Canada | a. explore and celebrate their own unique cultural heritage |

★discretionary (see further details on p. 70)

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM-3 themselves

| | Grade 7 (Twelve-year Program) | Grade 8 (Twelve-year Program) | Grade 9 (Twelve-year Program) |
|--|--|---|--|
| <i>Students will be able to:</i> | | | |
| CM-3.1 relationships | a. understand self-concept and the factors that may affect it, and understand the importance of developing a positive self-concept and self-identity | a. examine their own identity and reflect on its possible effect on personal relationships and choices | a. understand self-concept and its relationship to overall development, achievement and decisions for the future |
| CM-3.2 knowledge of past and present | a. examine their own cultural heritage | a. examine and identify changes that have occurred in their own specific culture | a. reflect on how knowledge of their own cultural heritage helps them to understand themselves better |
| CM-3.3 practices and products | a. explore the significance, to themselves, of Cree cultural practices and products | a. understand the meaning and significance of some Cree cultural practices and products | a. understand the meaning and significance of a variety of Cree cultural practices and products |
| CM-3.4 past and present perspectives | a. explore changing perspectives of themselves (i.e., cultural, language, family, roles), and examine stereotyping | a. examine changing perspectives of themselves (i.e., peer groups, social environments), and examine stereotyping | a. explore the significance, to themselves, of the Cree culture |
| CM-3.5 diversity | a. examine and celebrate their own unique cultural heritage | a. examine and celebrate changes in their own perspectives about Cree culture | a. identify and celebrate knowledge of their own cultural heritage |

★ discretionary (see further details on p. 70)

General Outcome for Community Membership

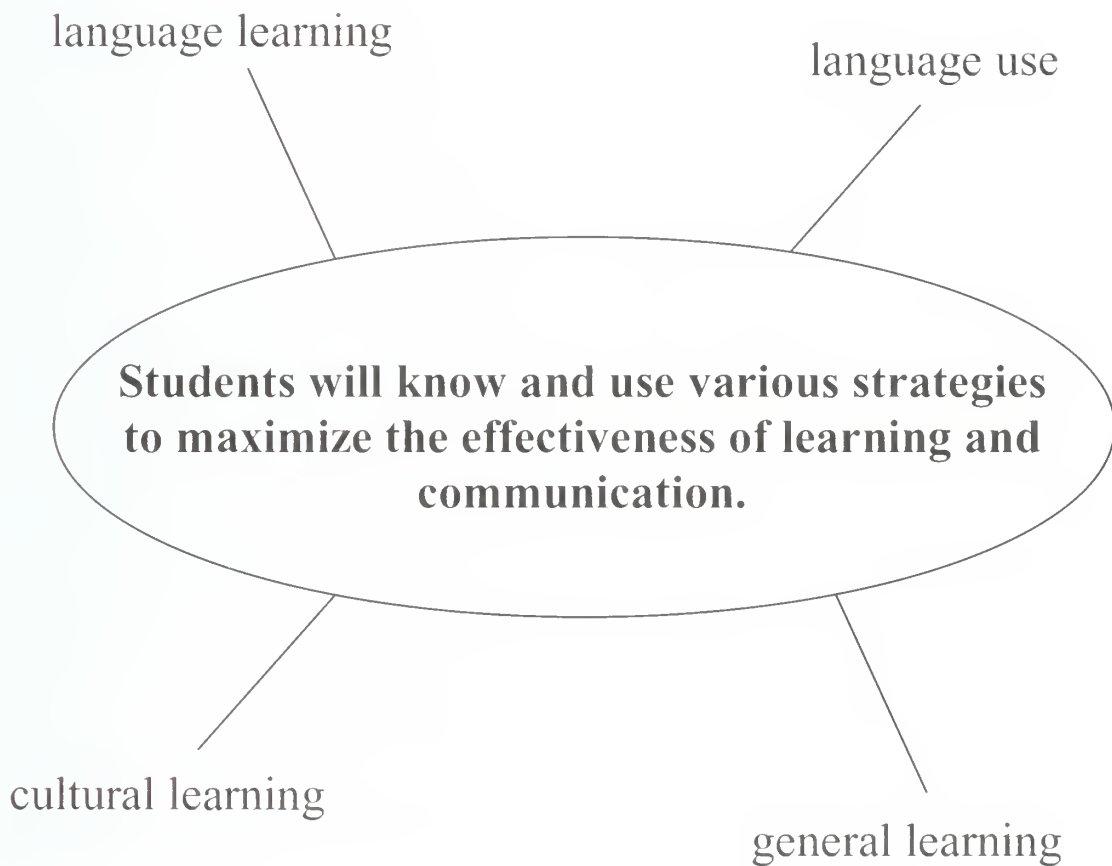
Students will live *wâwêtinahk* (peacefully) with Mother Earth, ★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator ★).

CM-3 themselves

| | Cree Language and Culture 10-12Y | Cree Language and Culture 20-12Y | Cree Language and Culture 30-12Y |
|--|--|---|---|
| CM-3.1 relationships CM-3.2 knowledge of past and present CM-3.3 practices and products CM-3.4 past and present perspectives CM-3.5 diversity | a. understand that self-identity and self-concept change | a. understand that self-identity and self-concept can change over time, in various contexts and for various reasons | a. understand, accept and celebrate their own uniqueness and identity, their desire to live a balanced lifestyle and their spirituality |
| | a. apply their own cultural knowledge to learn more about themselves | a. express understanding of themselves through their own cultural knowledge of the past and present | a. value and respect their own cultural heritage |
| | a. reflect on the personal meaning and significance of a variety of Cree cultural practices and products | a. examine the personal meaning and significance of a variety of Cree cultural practices and products | a. respect and value the personal meaning and significance of a variety of Cree cultural practices and products |
| | a. examine the personal significance of various aspects of Cree culture | a. identify with the Cree culture | a. recognize and engage in activities that will promote their own lifelong Cree cultural development |
| | a. examine and celebrate the significance of Cree culture | a. identify and celebrate their own unique understanding of their cultural heritage | a. celebrate their own uniqueness as Cree-speaking people |

★ discretionary (see further details on p. 70)

Strategies



STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broad sense, cultural learning, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under four cluster headings—see the illustration on the preceding page. For the Strategies component, the strands mirror the cluster headings. Each cluster heading or strand deals with a specific category of strategy. Language learning, cultural learning and general learning strategies can be further categorized as cognitive, metacognitive and social/affective. The language use strategies can be further categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular level. Consequently, the specific outcomes make only general references to strategies within each category. Specific strategies for each category are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Cree language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning: e.g., cassette recorders, computers, CD-ROMs
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember

- use induction to generate rules governing language use
- seek opportunities in and outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning checklist
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups

- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use English to get meaning across
- use a literal translation of a phrase in English
- use an English word but pronounce it as in Cree
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing at objects, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when something is not understood
- use the other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., blank look
- start again, using a different tactic, when communication breaks down
- invite others into the discussion
- ask for confirmation that a form used is correct

- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use knowledge of sentence patterns to form new sentences

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Cultural Learning Strategies

Cognitive

- observe and listen attentively
- actively participate in culturally relevant activities, such as storytelling, ceremonies, berry picking, feasts, fish scale art and sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs and stories
- seek out information by asking others, such as parents, teachers and Elders
- repeat or practise saying or doing cultural practices or traditions, such as prayers, songs, words and actions
- make/create cultural learning logs
- experiment with and practise various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things with similar characteristics; e.g., cultural practices, objects
- identify similarities and differences between aspects of Cree culture and other cultures
- look for patterns and relationships
- use previously acquired knowledge to facilitate cultural learning
- associate new cultural learnings with previous knowledge
- use available technological aids to support cultural learning; e.g., computers, videos/DVDs, CD-ROMs
- use mind maps, webs or diagrams
- place new cultural learning in a context to make it easier to remember

- use induction to generate rules governing cultural elements, such as values, traditions, beliefs, practices and relationships
- seek out opportunities in and outside of class to practise, observe and participate in cultural activities elements
- perceive and note down unknown cultural elements and practices

Metacognitive

- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on own learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen for or observe key cultural elements
- evaluate own performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor own cultural behaviours and practices
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and processes accordingly

Social/Affective

- initiate and maintain participation in the culture
- participate in shared cultural experiences
- seek the assistance of a friend, teacher, Elder or parent to understand cultural elements

- participate several times in favourite cultural experiences and activities to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of learning about culture
- experiment with various cultural behaviours and practices, noting acceptance/support or nonacceptance/lack of support by members of the culture
- participate actively in the traditions of the culture; i.e., storytelling, sharing circle
- be willing to take risks and try new/unfamiliar things
- apply new cultural learnings as soon as possible after learning/observing them
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work cooperatively with others, and get feedback on own work
- provide personal motivation by arranging own rewards when successful

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make

information easier to understand and remember

- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them (the actions of Aboriginal students, maybe, more than others)
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes (consensus)
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise and ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

S-1 language learning

| | Kindergarten (Twelve-year Program) | Grade 1 (Twelve-year Program) | Grade 2 (Twelve-year Program) | Grade 3 (Twelve-year Program) |
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|--|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|

Students will be able to:

| | | | | |
|-------------------------------|---|---|--|--|
| S-1.1 language learning | a. use simple strategies, with guidance, to enhance language learning | a. use simple strategies, with guidance, to enhance language learning | a. use a variety of simple strategies, with guidance, to enhance language learning | a. use a variety of simple strategies, with guidance, to enhance language learning |
|-------------------------------|---|---|--|--|

S-2 language use

Students will be able to:

| | | | | |
|--------------------------|--|--|---|---|
| S-2.1 language use | a. use simple strategies, with guidance, to enhance language use | a. use simple strategies, with guidance, to enhance language use | a. use a variety of simple strategies, with guidance, to enhance language use | a. use a variety of simple strategies, with guidance, to enhance language use |
|--------------------------|--|--|---|---|

S-3 cultural learning

Students will be able to:

| | | | | |
|-------------------------------|---|---|--|--|
| S-3.1 cultural learning | a. use simple strategies, with guidance, to enhance cultural learning | a. use simple strategies, with guidance, to enhance cultural learning | a. use a variety of simple strategies, with guidance, to enhance cultural learning | a. use a variety of simple strategies, with guidance, to enhance cultural learning |
|-------------------------------|---|---|--|--|

S-4 general learning

Students will be able to:

| | | | | |
|------------------------------|--|--|---|---|
| S-4.1 general learning | a. use simple strategies, with guidance, to enhance general learning | a. use simple strategies, with guidance, to enhance general learning | a. use a variety of simple strategies, with guidance, to enhance general learning | a. use a variety of simple strategies, with guidance, to enhance general learning |
|------------------------------|--|--|---|---|

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

S-1 language learning

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

S-1.1
language
learning

a. identify and use a variety of strategies to enhance language learning

a. identify and use a variety of strategies to enhance language learning

a. identify and use a variety of strategies to enhance language learning

S-2 language use

Students will be able to:

S-2.1
language
use

a. identify and use a variety of strategies to enhance language use

a. identify and use a variety of strategies to enhance language use

a. identify and use a variety of strategies to enhance language use

S-3 cultural learning

Students will be able to:

S-3.1
cultural
learning

a. identify and use a variety of strategies to enhance cultural learning

a. identify and use a variety of strategies to enhance cultural learning

a. identify and use a variety of strategies to enhance cultural learning

S-4 general learning

Students will be able to:

S-4.1
general
learning

a. identify and use a variety of strategies to enhance general learning

a. identify and use a variety of strategies to enhance general learning

a. identify and use a variety of strategies to enhance general learning

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

S-1 language learning

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

S-1.1
language
learning

- a. select and use a variety of strategies to enhance language learning

- a. select and use a variety of strategies to enhance language learning

- a. select and use appropriate strategies to enhance language learning in a variety of situations

S-2 language use

Students will be able to:

S-2.1
language
use

- a. select and use a variety of strategies to enhance language use

- a. select and use a variety of strategies to enhance language use

- a. select and use appropriate strategies to enhance language use in a variety of situations

S-3 cultural learning

Students will be able to:

S-3.1
cultural
learning

- a. select and use a variety of strategies to enhance cultural learning

- a. select and use a variety of strategies to enhance cultural learning

- a. select and use appropriate strategies to enhance cultural learning in a variety of situations

S-4 general learning

Students will be able to:

S-4.1
general
learning

- a. select and use a variety of strategies to enhance general learning

- a. select and use a variety of strategies to enhance general learning

- a. select and use appropriate strategies to enhance general learning in a variety of situations

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

S-1 language learning

Cree Language and Culture 10-12Y

Cree Language and Culture 20-12Y

Cree Language and Culture 30-12Y

Students will be able to:

S-1.1
language
learning

a. select and use appropriate strategies to enhance language learning in a variety of situations

a. use appropriate strategies effectively to enhance language learning in a variety of situations

a. use appropriate strategies effectively to enhance language learning in a variety of contexts

S-2 language use

Students will be able to:

S-2.1
language
use

a. select and use appropriate strategies to enhance language use in a variety of situations

a. use appropriate strategies effectively to enhance language use in a variety of situations

a. use appropriate strategies effectively to enhance language use in a variety of contexts

S-3 cultural learning

Students will be able to:

S-3.1
cultural
learning

a. select and use appropriate strategies to enhance cultural learning in a variety of situations

a. use appropriate strategies effectively to enhance cultural learning in a variety of situations

a. use appropriate strategies effectively to enhance cultural learning in a variety of contexts

S-4 general learning

Students will be able to:

S-4.1
general
learning

a. select and use appropriate strategies to enhance general learning in a variety of situations

a. use appropriate strategies effectively to enhance general learning in a variety of situations

a. use appropriate strategies effectively to enhance general learning in a variety of contexts

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

APPENDIX: LINGUISTIC DEFINITIONS PERTAINING TO CREE

The following definitions have been adapted, with permission, from: School of Native Studies, University of Alberta, *Plains Cree Grammar Guide and Glossary* (Edmonton, AB: School of Native Studies, University of Alberta, 2001), pp. 1–5.

| | | |
|----------------------|-----|--|
| Abbreviations | NA | Animate noun—people, animals and other objects; things that are perceived as having life (living). |
| | NI | Inanimate noun—objects that are perceived as nonliving. |
| | VAI | Animate intransitive verb—refers to an animate subject or to descriptions of the animate subject/object. An animate intransitive verb does not occur with a direct object. |
| | VII | Inanimate intransitive verb—a verb that functions as a description or a state of being that occurs with an inanimate subject/object. |
| | VTa | Transitive animate verb—a verb that has an animate subject and a direct animate goal/object. |
| | VTI | Transitive inanimate verb—a verb that has an animate subject and a direct inanimate object. |
| | 1S | First person singular (refers to the speaker): I, me, mine. |
| | 2S | Second person singular (refers to the listener): you, yours. |
| | 3S | Third person singular (refers to the other person): he, she, his, hers. |
| | 1P | First person plural (refers to the speaker): we, us, ours. |
| | 2I | Second person inclusive (speaker + listener, speaker + listener + other[s]): we all, all of us, all of ours. |
| | 2P | Second person plural (listener[s]): you all, all of yours. |
| | 3P | Third person plural (others): they, them, theirs. |
| | 3' | Obviative—subjects/objects further removed from the third person. |

Actor

The subject that performs the action of the verb or is associated with the verb; e.g., *napesis metawew*.

| | |
|-------------------------------|--|
| Affix | An addition or element placed at the beginning (prefix) or end (suffix) of a root, stem or word, or in the body of a word (infix) to modify its meaning; e.g., <i>misti'yākan</i> – big plate (prefix), <i>misimihkoyākan</i> – big red plate (infix), <i>wiyākanis</i> – little plate (suffix). |
| Animate/inanimate | Classification system in Cree for nouns, verbs and demonstratives based on living/nonliving status or assignment of this status, according to linguistic interpretation; e.g., <i>sīsip</i> – NA, <i>masinahikan</i> – NI. |
| Benefactive | The person(s) who receives the goal or benefits from the action of the verb; e.g., <i>pikiskwestamawin</i> – speak for me, <i>pikiskwestamow</i> – speak for him/her. |
| Conjugation | The attachment of affixes/elements to the root word to modify or add to the original meaning. |
| Conjunct mode | Demonstrates continuous verb action. The conjunct mode is used in conjunction with a main clause to complete the content. |
| Demonstrative pronouns | Pronouns used to point out a particular object carrying the “that/those,” “this/these” meaning for singular and plural forms. Animate and inanimate forms that agree with the noun; e.g., <i>awa/oki</i> (animate), <i>ona/ohi</i> (inanimate). |
| Diminutive formation | Suffix <i>isi/is/os</i> added to nouns to indicate small size or youth (e.g., <i>minōs</i> – cat, <i>minōsis</i> – kitten) or to indicate a term of endearment (e.g., <i>nikosisis</i> – my little son). |
| Direct and inverse set | Applies to reversal of action between subject and object for transitive animate verbs; e.g., <i>niwāpamāw</i> – I see him, <i>niwāpanik</i> – He sees me. |
| Direct object | The noun phrase or pronoun that together with the verb forms the verb phrase; e.g., <i>maskihkowa polhkew</i> . |
| Elision | The omission of a vowel or syllable in pronouncing; e.g., <i>Namoya nantaw</i> – ‘moy’ nantaw, <i>Tanisi</i> – Tan ‘si. |
| Emphatic agreement | An expression that denotes inclusion, comparable to the English “me too/me also.” |
| Exclusive | Excludes the immediate listener(s) from the speaker and others; e.g., <i>keyano</i> – you and I, <i>niyanan</i> – we. |
| Expression | A particle or expressional phrase (e.g., <i>wacistakac</i> – traditional female usage, <i>nac</i> – traditional male usage, <i>wahwa</i> – used by both; all three express amazement). |
| Goal | The term used instead of “object” when referring to the person(s) to whom the transitive animate verb is directed. |

| | |
|--------------------------------|---|
| Immediate imperative | A verb used to signify a command, order or request in the present tense; e.g., to sleep: 2S – <i>nipâ</i> , 2I – <i>nipâtân</i> , 2P – <i>nipâk</i> . |
| Inclusive | Including the speaker(s) as well as the listener(s); e.g., <i>kipahpinaw</i> we laugh. |
| Independent mode | A complete declarative sentence that has a subject and a verb. It is called an independent clause in English grammar. |
| Interrogative particles | Part of speech that marks a question. <i>Cî</i> – particle to identify a Yes–No question. Question words corresponding to who, when, why, where, what and how in English; e.g., <i>awîna</i> , <i>tân 'spi</i> , <i>tâhneki</i> , <i>tân 'te</i> . |
| Locative suffix | Modifies a noun form to indicate the meaning of “in, on, at or to” and specific location (carries a prepositional function); e.g., <i>–âhk</i> , <i>–ihk</i> , <i>–ohk</i> (suffixes), <i>otenâhk</i> – in/to the city. |
| Nominalizer | A suffix marker used to change the verb form to a noun. |
| Object | Refers to the direct object of a transitive verb; e.g., <i>niwapamaw</i> , <i>niwapahten</i> . |
| Obviative | The person(s) or object(s) being referred to that is backgrounded or further away from the speaker, listener, third person singular and third person plural. Obviative is similar to a fourth person; e.g., <i>ostisiyiwa</i> . |
| Paradigm tables | Models used in placing an action with a subject or in showing that something belongs to someone or that someone is related to a person through subject markers. The tables or models consist of a subject prefix marker and subject suffix marker for various verb types in declarative form and progressive form and also subject prefix and suffix markers for animate and inanimate nouns; e.g., noun possessive form models, VAI, VTI, VTA and VII declarative and progressive form models. |
| Particle | A word that is neither a noun, nor a pronoun nor a verb; unlike a noun, a verb or a pre-verb, these words cannot be conjugated or placed with a noun or a verb; e.g., <i>ehâ</i> , <i>ceskwa</i> , <i>aykwâkihkin</i> . |
| Personal pronouns | Words that take the place of animate nouns to indicate who is speaking or who is being spoken to, or about, in a conversation. |
| Pluralizer | A suffix that indicates more than one. |
| Possessive affixes | A pattern to show ownership. Markers (prefixes/suffixes) used to indicate ownership or possession of an object (NA or NI) for all owner types; e.g., <i>nimaskisin</i> – my shoe, <i>kimaskisin</i> – your shoe. |
| Prefix | An addition to the beginning of a word. |

| | |
|----------------------|---|
| Pre-nominal | A part of speech used as a modifier (an adjective) for a noun, which is placed before the noun in Cree language structure; e.g., <i>mistitehtpawin</i> , <i>misiminôš</i> , <i>mahkicihciy</i> . |
| Pre-verbs | A part of speech used as a modifier (an adverb) for a verb, which is placed before the verb in Cree language structure; e.g., <i>pehapi</i> , <i>ninohtenihtânehiyawân</i> . |
| Reduplication | A marker used to indicate and emphasize continuous action or a repeated action. The marker replaces “always”; e.g., <i>pápimohîw</i> (he is always walking). |
| Second person | A second person is the listener/listeners in a conversation. |
| Subject | The actor of action, the main topic of the sentence, or the phrase that is the central idea or the focus of the sentence. |
| Suffix | An addition to the end of a word. |
| Tense markers | Act as pre-verbs to indicate past or future action. Tense makers are placed after the subject prefix marker and before the verb action in Cree language structure. There are three types of tense markers: <i>kî</i> for action that has already been done (past tense); <i>wî</i> indicates “going to do an action” (future intentional); <i>ka</i> or <i>ta</i> refer to “will, shall or must do an action” (future definite); e.g., <i>nikînikamon</i> , <i>nikînohtenikamon</i> , <i>niwînikamon</i> , <i>nikanikamon</i> . |
| Third person | Refers to the other person(s) who is in close proximity to the speaker and listener. |
| Vocative case | Shortened forms of formal terms used in an informal/formal situation to address someone directly; e.g., <i>nohtâwiy</i> → <i>nohtâ</i> , <i>nikâwiy</i> → <i>neka</i> , <i>nitôtewwak</i> → <i>nitôtew'tik</i> . |

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SOCIAL STUDIES

The Social Studies Kindergarten to Grade 12 Program of Studies is under revision. The implementation of the new program is as follows:

| School Year | Implementation |
|-------------|--|
| 2005–2006 | Kindergarten Grade 1 Grade 2 Grade 3 |
| 2006–2007 | Grade 4 Grade 7 |
| 2007–2008 | Grade 5 Grade 8 Grade 10: 10-1, 10-2 |
| 2008–2009 | Grade 6 (optional) Grade 9 (optional) Grade 11: 11-1, 11-2 |
| 2009–2010 | Grade 6 Grade 9 Grade 12: 12-1, 12-2 |

Note: For the 2005–2006 school year, the **new mandatory** Kindergarten to Grade 3 program of studies (2005) replaces C.5 to C.25 in the existing (Revised 1990) program of studies.

SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon

Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

THE ROLE OF SOCIAL STUDIES

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

VALUES AND ATTITUDES

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

KNOWLEDGE AND UNDERSTANDING

Social studies provides learning opportunities for students to:

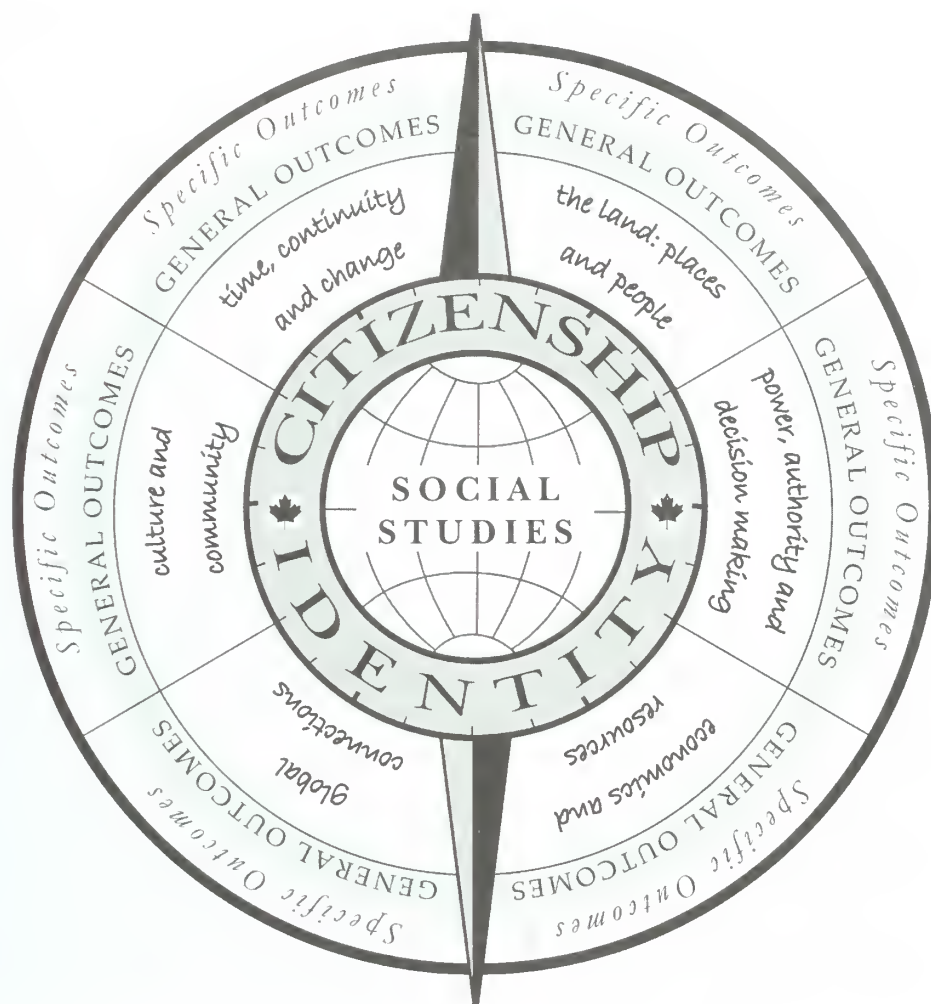
- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

SKILLS AND PROCESSES

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance

- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10-12 levels, all bracketed items are required components of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

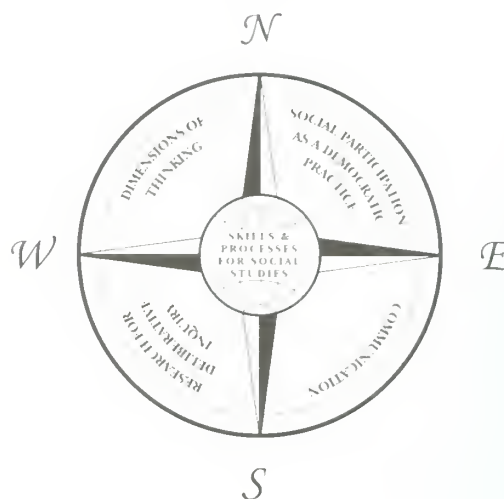
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

| Grade | Grade Title and General Outcomes | Linkages and Sequencing |
|---------------------|---|---|
| Kindergarten | Being Together K.1 I Am Unique K.2 I Belong | Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship. |
| One | Citizenship: Belonging and Connecting 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community | Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community. |
| Two | Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past | Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time. |
| Three | Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship | Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life. |
| Four | Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges | Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills. |
| Five | Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity | Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time. |
| Six | Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy | Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy. |

(continued)

(continued)

| Grade | Grade Title and General Outcomes | Linkages and Sequencing |
|-------|--|--|
| Seven | Canada: Origins, Histories and Movement of People 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions | Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada. |
| Eight | Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs | Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world. |
| Nine | Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States | Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined. |

| Grade | Course Titles | Linkages and Sequencing |
|--------|--|--|
| Ten | 10-1 Perspectives on Globalization 10-2 Living in a Globalizing World | Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life. |
| Eleven | 20-1 Perspectives on Nationalism 20-2 Understandings of Nationalism | These are the proposed titles for the Grade 11 and Grade 12 programs of study, currently under development. |
| Twelve | 30-1 Perspectives on Ideology 30-2 Understandings of Ideologies | |

KINDERGARTEN: Being Together

OVERVIEW

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity and responsibility in their interactions with others. Through inquiry into their social, physical, cultural and linguistic environments, students will see themselves as part of the larger world.

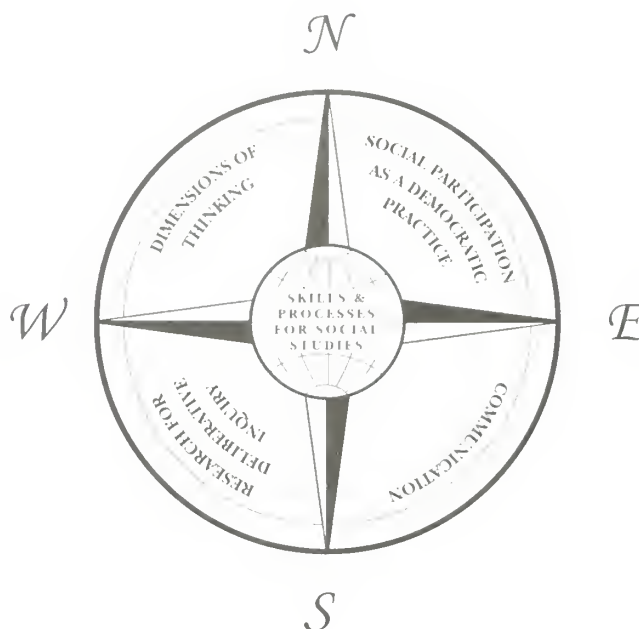
RATIONALE

In order to develop the foundations of active and responsible citizenship, social studies in Kindergarten emphasizes the development of a strong sense of identity, self-esteem and belonging.

TERMS AND CONCEPTS

community, culture, environment, group, individual, past, respect, uniqueness

| General Outcome K.1 I Am Unique | General Outcome K.2 I Belong |
|---|--|
| Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity. | Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups. |
| Local and Current Affairs | |
| Opportunities to discuss issues and concerns of a local nature should be provided to allow students to engage in current affairs. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

K.1 I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

Specific Outcomes

► Values and Attitudes

Students will:

K.1.1 value their unique characteristics, interests, gifts and talents (I)

K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:

- appreciate feelings, ideas, stories and experiences shared by others (C, I)
- value oral traditions of others (C)
- appreciate that French and English are Canada's official languages (C, I)

► Knowledge and Understanding

Students will:

K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:

- What are my gifts, interests, talents and characteristics? (I)
- How do my gifts, interests, talents and characteristics make me a unique individual? (I)
- How do culture and language contribute to my unique identity? (I, C)
- What is the origin and/or significance of my given names? (I)

K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:

- What are the origins of the people in our school, groups or communities? (C, LPP)
- How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
- Why is speaking French and/or English important in our school, groups, or communities? (C, CC)
- How can we show respect and acceptance of people as they are? (C, I)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

K.2 I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

► Values and Attitudes

Students will:

K.2.1 value how personal stories express what it means to belong (I)

K.2.2 value and respect significant people in their lives:

- appreciate the important contributions of individuals at home, at school and in the community (C, CC)

K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)

- develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
- appreciate the impact that group members have on each other (C, CC)
- demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)
- assume responsibility for personal actions, words and choices (C)

► Knowledge and Understanding

Students will:

K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

- What brings people together in a group? (CC)
- What might we share with people in other groups? (CC)
- Can we belong to several groups at one time? (I, GC)
- How do we know that we belong to groups or communities? (CC, I)
- Does everyone belong to a group or a community? (CC)
- How does living and participating in your community affect your sense of belonging? (CC, I)

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

- What are the rules at home, at school and in the community? (PADM)
- Are there similar rules at home, at school and in the community? (PADM)
- What are the benefits of working cooperatively with others? (CC)
- What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
- In what ways can people contribute to a group or community? (CC)
- What actions show care and concern for the environment? (C, LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR KINDERGARTEN

► DIMENSIONS OF THINKING

Students will:

K.S.1 develop skills of critical thinking and creative thinking:

- consider ideas and information from varied sources
- compare and contrast information provided

K.S.2 develop skills of historical thinking:

- recognize that some activities or events occur at particular times of the day or year
- differentiate between events and activities that occurred recently and long ago

K.S.3 develop skills of geographic thinking:

- recognize familiar places or points of reference in their surroundings
- ask geographic questions, such as asking for directions

K.S.4 demonstrate the skills of decision making and problem solving:

- provide ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:

- consider the needs of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- being a classroom helper

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

K.S.7 apply the research process:

- ask questions to make meaning of a topic
- gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues

► COMMUNICATION

Students will:

K.S.8 demonstrate skills of oral, written and visual literacy:

- listen to others in a socially appropriate manner
- respond appropriately to comments and questions, using language respectful of human diversity

K.S.9 develop skills of media literacy:

- determine the main points or ideas in a media presentation

Glossary of Terms and Concepts—Kindergarten

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|--------------------|--|
| community | A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. |
| culture | The beliefs, values, socially transmitted behaviours and traditions, language, arts and other human endeavours considered together as being characteristics of a particular community, period or people. |
| environment | What constitutes immediate surroundings and can include physical, human and natural elements. |
| group | People who are together and connected by shared interests and characteristics. |
| individual | One human being |
| past | The time before now and today. |
| respect | Willingness to show consideration or appreciation. |
| uniqueness | Characteristic of something that is one of a kind. |

GRADE 1: Citizenship: Belonging and Connecting

OVERVIEW

Through inquiry into their social, physical, cultural and linguistic environments, Grade 1 students will see themselves as part of the larger world. They will have opportunities to share their personal stories and explore traditions and symbols that are reflected in their groups or communities. They will enhance their understanding of the diverse needs of others and how they can contribute as individuals to the well-being of the groups to which they belong. Students will explore roles and responsibilities they have as citizens in schools, groups and their own communities. They will be encouraged to care for the natural environment and to show concern for other people in their relationships, groups and communities.

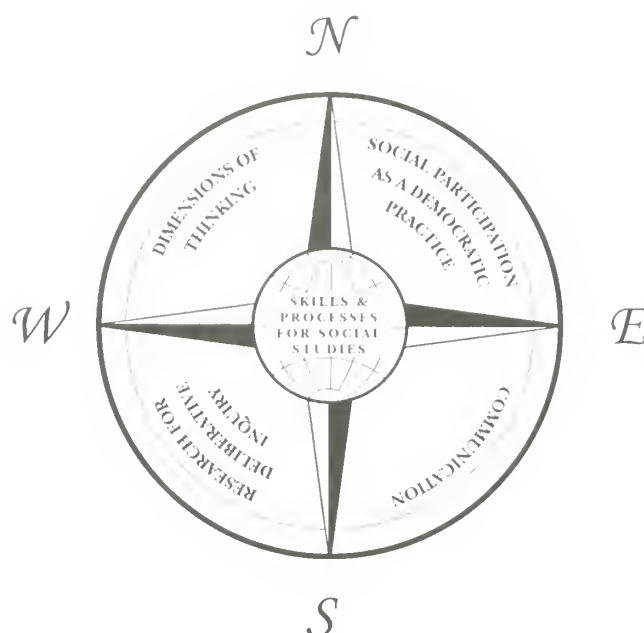
RATIONALE

Grade 1 students will be given opportunities to further develop self-esteem by examining their own identity in relationship to groups and communities. Learning about the well-being, growth and vitality of the diverse groups to which they belong will help to build the foundations of active and responsible citizenship.

TERMS AND CONCEPTS

characteristics, community, cooperation, decision making, family, interests, responsibility, role, traditions, vitality

| General Outcome 1.1 My World: Home, School, and Community | General Outcome 1.2 Moving Forward with the Past: My Family, My History and My Community |
|--|--|
| Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities. | Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

► Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

1.1.2 value the groups and communities to which they belong:

- demonstrate a willingness to share and cooperate with others (C, PADM)
- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
- assume responsibility for their individual choices and actions (CC, I)

► Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the well being of our community? (C, LPP)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community? (CC, TCC)
- Why are these landmarks and places significant features of the community? (CC, I, TCC)
- What are some differences between rural and urban communities? (CC, LPP)
- Where is my community on a map or on a globe? (LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| FR Economies and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

► Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- recognize how their families and communities might have been different in the past than they are today (CC, TCC)
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
- recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
- appreciate people who have contributed to their communities over time (CC, I, TCC)
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)
- acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

► Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

- How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
- What is my family's past in our community? (CC, I, TCC)
- In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
- How have changes over time affected their families and communities in the present? (I, TCC)
- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

1.S.1 develop skills of critical thinking and creative thinking:

- examine ideas and information from varied sources
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources

1.S.2 develop skills of historical thinking:

- recognize that some activities or events occur on a seasonal basis
- differentiate between activities and events that occurred recently and long ago

1.S.3 develop skills of geographic thinking:

- use a simple map to locate specific areas within the school and community
- ask geographic questions, such as asking for directions
- understand that globes and maps are visual representations of the world
- locate Canada on a globe or map

1.S.4 demonstrate skills of decision making and problem solving:

- collaborate with others to devise strategies for decision making and problem solving
- apply ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- behaviour in accordance with classroom, school and community expectations

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

1.S.7 apply the research process:

- ask questions to make meaning of a topic
- compare and contrast information gathered
- navigate within an electronic document

- access and retrieve appropriate information from electronic sources, when available, for a specific inquiry
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

1.S.8 demonstrate skills of oral, written and visual literacy:

- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity
- listen to others in order to understand their point of view
- create visual images using paint and draw programs

1.S.9 develop skills of media literacy:

- identify key words in a media presentation to determine the main idea

Glossary of Terms and Concepts—Grade 1

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|------------------------|---|
| characteristics | The particular combination of qualities in a person or place that makes that person or place different from others. |
| community | A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. |
| cooperation | To act or work together for a particular purpose, or to help someone willingly when help is requested. |
| decision making | The process of making a choice after careful consideration of all available options and potential consequences. |
| family | A social group of people that care for and support one another, often consisting of a parent, or parents, and their children, siblings and sometimes grandparents, uncles, aunts and other caregivers. |
| interests | Particular characteristics that motivate people to become involved with or participate in something. |
| responsibility | Having control and authority over something or someone and the duty of taking care of it or him/her. |
| role | The position of a person or group of people in a particular situation, or the duty which someone is expected to perform. |
| traditions | Beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of the beliefs, principles or ways of acting in a particular group or society. |
| vitality | The capacity of a group or community to connect with its heritage and establish the institutions necessary for its functioning, growth and empowerment. |

GRADE 2: Communities in Canada

OVERVIEW

Grade 2 students will investigate life in three diverse communities within Canada. Based on their understanding of their own communities, students will explore characteristics of selected rural and urban communities in Canada: an Inuit community, a prairie community and an Acadian community. They will apply their understanding of various aspects that define communities, such as geography, culture, language, heritage, economics and resources, in their investigation of how communities are connected. Students will discover how people live in each of these communities and will reflect upon the vastness of Canada and the diversity of Canadian communities.

Students will also be given the opportunity to study the past of their own or one of the other communities studied. Throughout the study, emphasis will be on the contribution of individuals and groups to a community.

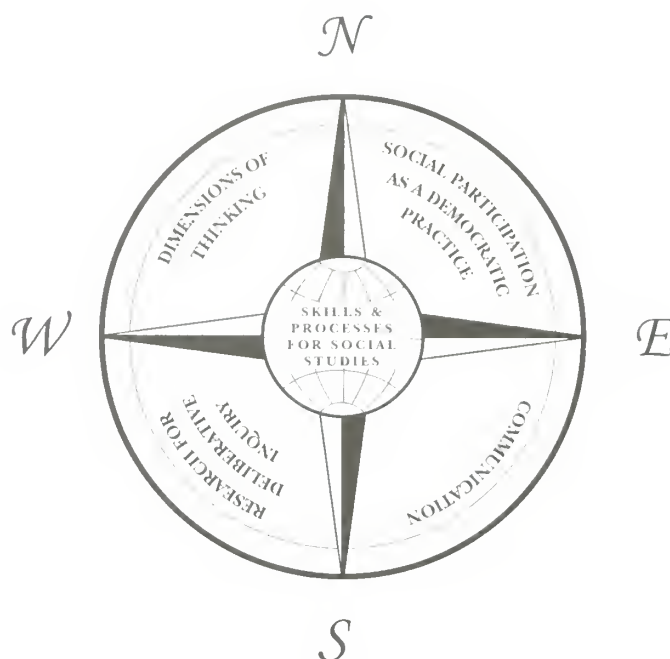
RATIONALE

Grade 2 students will develop a process for identifying characteristics of communities within Canada. They will inquire into the defining characteristics of a variety of communities in Canada to foster an appreciation of what makes a community and of each community's contributions to Canada as a nation. Through these explorations, students will develop an appreciation of and respect for the vastness of Canada and the diversity of Canadian communities.

TERMS AND CONCEPTS

Acadians, goods, human geography, Inuit, physical geography, services, cultural diversity, rural, urban

| General Outcome 2.1 Canada's Dynamic Communities | General Outcome 2.2 A Community in the Past |
|--|--|
| Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities. | Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes

► Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community's physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)
- 2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)
- 2.2.4 appreciate how connections to a community contribute to one's identity (I)
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► Knowledge and Understanding

Students will:

- 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community? (CC, I)
 - What is unique about their community? (CC, I)
 - What are the origins of their community? (TCC)
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
 - What individuals or groups contributed to the development of their community? (CC, TCC)
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
 - What has caused changes in their community? (CC, TCC)
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

2.S.1 develop skills of critical thinking and creative thinking:

- distinguish between a fictional and a factual account about Canadian communities
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet.

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)
- arrange events, facts and/or ideas in sequence

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there
- apply the concept of relative location to determine locations of people and places
- use cardinal directions to locate communities studied in relation to one's own community

2.S.4 demonstrate skills of decision making and problem solving:

- apply ideas and strategies to decision making and problem solving
- propose new ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others
- share information collected from electronic sources to add to a group task

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in activities that enhance their sense of belonging within their school and community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

2.S.7 apply the research process:

- participate in formulating research questions
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- formulate new questions as research progresses
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

2.S.8 demonstrate skills of oral, written and visual literacy:

- prepare and present information in their own words, using respectful language
- respond appropriately to comments and questions, using respectful language
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- display data in a problem-solving context
- use technology to support a presentation

2.S.9 develop skills of media literacy:

- identify key words from gathered information on a topic or issue
- compare information on the same topic or issue from print media, television and photographs

Glossary of Terms and Concepts—Grade 2

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|---------------------------|--|
| Acadians | Descendants of approximately 100 French families who settled along the shores of the Baie française (now the Bay of Fundy) in the area now known as New Brunswick, Nova Scotia and Prince Edward Island. |
| cultural diversity | Differences in groups having a variety of languages, ethnicity, nationalities, within a shared space. |
| goods | Items that are produced and have an economic value. |
| human geography | The branch of geography that pertains specifically to how humans adapt to their environment. |
| Inuit | A member of any of several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland. |
| physical geography | The study of the physical characteristics of the environment, for example, landforms, climate and bodies of water. |
| rural | Relating to agricultural; or sparsely populated; of or relating to people who live in the country |
| services | Physical or intellectual labour. |
| urban | Relating to cities or city life. |

GRADE 3: Connecting with the World

OVERVIEW

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, Ukraine and Peru. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

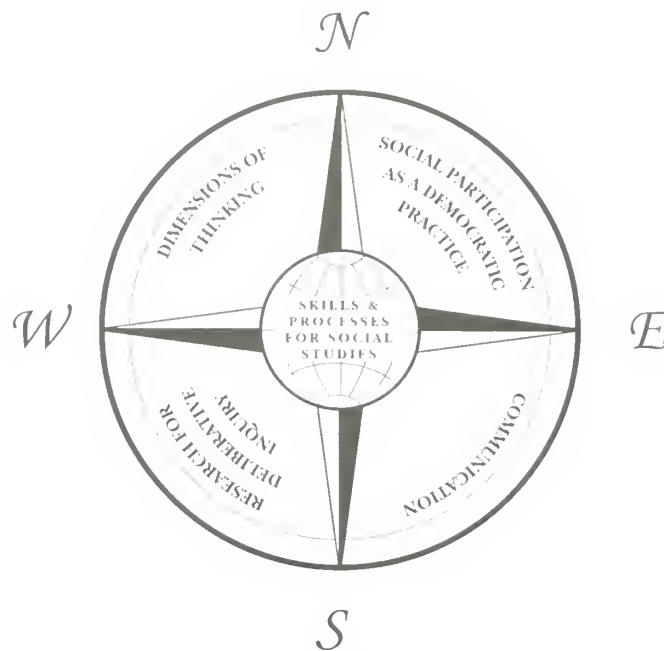
RATIONALE

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Grade 3 also introduces students to global citizenship.

TERMS AND CONCEPTS

equator, export, global, global citizenship, goods, hemisphere, import, poles, quality of life, relative location, resources, services

| General Outcome 3.1 Communities in the World | General Outcome 3.2 Global Citizenship |
|--|--|
| Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru. | Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

3.1 Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

► Knowledge and Understanding

Students will:

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

- 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - In what ways do the communities show concern for their natural environment? (GC, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
- 3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
 - What goods and services do the communities import from and export to other parts of the world? (ER, GC)
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

► Knowledge and Understanding

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 3

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

3.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from different points of view
- choose and justify a course of action
- generate original ideas and strategies in individual and group activities
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet

3.S.2 develop skills of historical thinking:

- correctly apply terms related to time, including past, present, future
- arrange events, facts and/or ideas in sequence

3.S.3 develop skills of geographic thinking:

- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

3.S.4 demonstrate skills of decision making and problem solving:

- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues
- use technology to organize and display data in a problem-solving context

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- share information collected from electronic sources to add to a group task

3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in projects that improve or meet the particular needs of their school or community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

3.S.7 apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information
- formulate new questions as research progresses

► COMMUNICATION

Students will:

3.S.8 demonstrate skills of oral, written and visual literacy:

- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their points of view
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- use technology to support and present conclusions

3.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet
- identify key words from information gathered from a variety of media on a topic or issue

Glossary of Terms and Concepts—Grade 3

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|---------------------------|--|
| equator | The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres. |
| export | To sell goods and services to another country. |
| global | Relating to the whole world. |
| global citizenship | A feeling of responsibility, beyond a country's borders, toward humanity. |
| goods | Items that are produced and have an economic value. |
| hemisphere | One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian. |
| import | To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another. |
| poles | North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps. |
| quality of life | The sense of safety, comfort, security, health and happiness that a person has in his or her life. |
| relative location | A geographic location that is described by comparing its location to another location. |
| resources | Useful or valuable possessions or qualities of a country, organization or person. |
| services | Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour. |

C. SPECIFIC LEARNER EXPECTATIONS

TOPICS OF STUDY

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen that complement other subject areas and avoid unnecessary repetition of material from previous social studies grades.

The elementary curriculum focuses on the child and his or her family, school and community and then goes beyond self to an exploration of other families and communities. Case studies and examples selected to develop the topic objectives should be meaningful and of interest to the particular students and their immediate community. Within each topic, the geographic setting is to be used to develop and maintain geographic skills.

The study of current affairs adds considerably to the relevance, interest and immediacy of the social studies program. Current affairs will be handled as inclusions in and extensions of curricular objectives, not as separate topics isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach that encourages the goals of responsible citizenship is employed, and the prescribed objectives of the course are met.

The objectives identified for each topic are mandatory. In addition to the identified topics, teachers are encouraged to spend time on topics of interest to students that meet the goals of the program. These topics and issues can be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students and upon the current concerns at local, provincial, national and international levels. All activities should further the citizenship intent of the entire curriculum.

Effective September 2005, pages C.2 to C.25 have been **removed** and **replaced** with the **new mandatory** Kindergarten to Grade 3 program of studies.

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TOPIC A

ALBERTA: ITS GEOGRAPHY AND PEOPLE

This study focuses on the geography of Alberta; the regions and natural resources. Throughout the unit, emphasis is placed on the interrelationships between people and their environment, as well as the impact people have on their environment. How natural resources are used and the resulting impact on Albertans and the environment are examined. Choose two natural resources; e.g., oil, water, forests, coal, land; one renewable and one non-renewable resource, for an in-depth study. The intent of the unit is to develop an increased sensitivity to the importance of using natural resources wisely.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

- How do Albertans make use of their natural resources?
- What is the effect of technology on the location, development and use of natural resources?
- Do the natural resources in Alberta supply all our needs?
- How does our way of using natural resources affect/influence our environment?
- Are we conserving our resources for future generations?

Issues

- Should people make major changes in their physical environment to meet their needs?
- Should resource development be allowed regardless of location or previous designation of land use; e.g., provincial park, agricultural land, reserve, archaeological reserve, historical site, wildlife sanctuary?
- How should we use natural resources in ways that best benefit Albertans and others?
- Should we use our natural resources without limitations?

KNOWLEDGE

The student will demonstrate an understanding of the following:

| MAJOR GENERALIZATION: The availability and use of natural resources affects people and their environment. | | |
|--|-------------|--|
| GENERALIZATIONS | CONCEPTS | RELATED FACTS AND CONTENT |
| The environment can affect the way people live. | environment | <ul style="list-style-type: none"> • geographic regions of Alberta: e.g., mountains, foothills, plains, lowlands and rivers/lakes; with emphasis on the natural resources specific to each region • the ways in which the environment (climate, landforms) affects people and the way they live (for example, because Southern Alberta is dry and flat, sheep and cattle ranching predominate) |

